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ABSTRACT

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 6, which focuses on planning an effective program for the caregiving environment. After an introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of: planning for appropriate areas within the caregiving setting, identifying necessary supplies and materials, planning appropriate outdoor play space, organizing the parts of the program day, arranging activities into a practical sequence, determining staff responsibilities, transition techniques, utilizing support persons, and the learning potential of play. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

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ED 403 679

MITCH Module 6

Model of Interdisciplinary Training for Children with Handicaps

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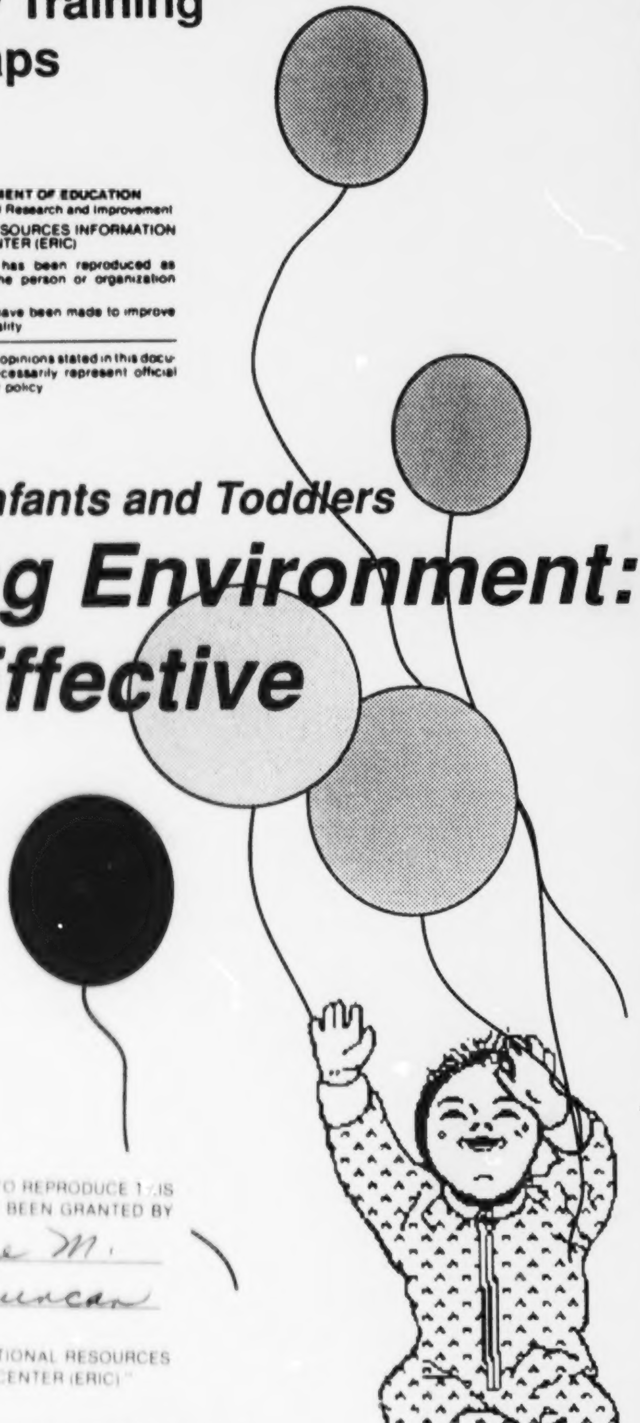
A Series for Caregivers of Infants and Toddlers

The Caregiving Environment: Planning an Effective Program



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MITCH Module 6

Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

The Caregiving Environment: Planning an Effective Program

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1990

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MITCH Module 6

Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

The Caregiving Environment: Planning an Effective Program

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TABLE OF CONTENTS

Page
Introduction 1
    Project MITCH Overview 1
    MITCH Modules 2
    MITCH Booklets 3
User's Guide to Series 5
    Instructor 5
        Instructor Qualifications 5
        Role of Instructor 5
        Instructor Preparation and Follow-Through 6
    The Session 7
        Time 7
        Handouts/Overheads 7
        Videotapes 8
        Audiotapes 8
        MITCH Theme Music 9
        Attendance 9
        Six-Week Follow-Up Activity 9
        Certificate of Completion 9
        Record of Completion 9
Specific Information for Presenting Module 6 11
    Goals and Objectives 11
    Other Recommended Instructors 12
    Contact List 12
    Equipment, Materials, and Supplies 12
        Equipment 12
        Supplies 13
        Materials Contained in This Manual 13
        Videotape 13
        Materials Not Contained in This Manual 14
Hour 1
    Goals and Objectives 21
    Content 22
Hour 2
    Goals and Objectives 37
    Content 38
Hour 3
    Goals and Objectives 55
    Content 56
Resource List 73
References 75
Appendices
    A. Reproducible Forms for Three-Hour Module
    B. Reproducible Copies of Handouts/ Overheads/Booklets
    C. Reproducible Forms for the Six-Week Follow-Up Activity

11

Introduction

Information in the Introduction should be reviewed by each instructor or user of this material. The Users Guide to Series begins on page 5. Information relating to this module begins on page 11.

PROJECT MITCH OVERVIEW

The purpose of the Project MITCH (Model of Interdisciplinary Training for Children with Handicaps) training series is to assist local school districts in Florida in providing interdisciplinary training and resources to parents, non-degreed daycare workers, and healthcare providers who work with special needs infants and toddlers ages 0-5, with emphasis on ages 0-2.

This series was funded by a grant to the Florida Diagnostic and Learning Resources System/South (FDLRS/South), on behalf of the FDLRS Network, from the Florida Department of Education, Bureau of Education for Exceptional Students (BEES).

In 1987, the Florida Legislature designated $100,000.00 of the total appropriation for the FDLRS Network to "expand services to infants and preschool children." The application submitted by Dade County on behalf of the FDLRS/South Associate Center serving Dade and Monroe Counties was selected for funding and was initiated on May 25, 1988. FDLRS/South collaborated with FDLRS/Mailman at the University of Miami and FDLRS/Gateway, serving Hamilton, Columbia, Lafayette, Madison and Suwannee Counties, to complete the work under the grant. Outcomes of the project include:

- assessment of the status of training and resources for the designated population
- design of a collaborative implementation and training model to include development of competencies, replicable training modules which enhance or expand the HRS eight-hour special needs child care module, an adapted training plan for daycare providers, recommendations for curricula to be used in daycare and preschool programs, and recommendations for provision of consultation to parents
- validation of the training modules in Dade, Monroe, and counties served by FDLRS/Gateway
- provision of training for potential instructors and other interested personnel in the 18 FDLRS Associate Center service regions.

Topics for the eleven training modules, as well as information which provided the basis for the competencies, policy framework, and other products of Project MITCH, were obtained from a literature search, interviews, and letters of inquiry and needs assessments sent to over 600 persons throughout the State of Florida. The modules were written by several authors from various disciplines, including early childhood education, exceptional student education, nursing, occupational and physical therapy, speech and language, nutrition and social work. Each module was read by several critical readers and was piloted in both north and south Florida at least three times before final rewriting took place.

The training series emphasizes developmentally appropriate practice and normal development as the means for working with youngsters who have special needs. The eleven three-hour modules that currently make up the series have relevance for caregivers of normally developing children as well as caregivers who may be working with children who are handicapped, experiencing delays, or who may be at-risk. Although several of the modules specifically address normal and abnormal development from birth to 36 months of age, the material is also meaningful to caregivers of preschoolers who are chronologically older but who are functioning developmentally within the birth to three year range.

MITCH MODULES

Eleven MITCH training modules have been developed.

(1) *Intellectual Development: What You Can Do to Help*

(2) *Speech and Language Development: What You Can Do to Help*

(3) *The Child Who Seems Different: Meeting Special Needs*

(4) *Family Functioning: The Impact of a Child with Special Needs*

(5) *Listening and Sensory Integration: What to Do Before Speech and Language Develop*

(6) *The Caregiving Environment: Planning an Effective Program*

(7) *Behavior Management: Preventing and Dealing with Problem Behavior*

(8) *Health Care: Infection Control, Medication Administration, and Seizure Management*

(9) *Motor Development: What You Need to Know*

(10) *Nutrition and Feeding Practices: What You Need to Know*

(11) *Working Together: Communication Skills for Parents, Caregivers, and Other Professionals.*

Each of the three-hour modules can be used independently. Although the modules are numbered sequentially, they may be presented in any order since no module provides prerequisite material for another. Each module contains a script for the instructor, activities, references, resource list, and reproducible handouts/overheads. In some cases, a videotape and/or an audiotape and other materials are available to supplement the written material.

MITCH BOOKLETS

Three booklets have also been produced through MITCH. These may be used with modules as indicated or may be used independently. The booklets are listed below:

- *A Simple Introduction to Physical and Health Impairments*, to be used with Module 3
- *Welcome to the World: An Overview of Your Growing Child*, to be used with Modules 1, 2, 3, 6, and 7
- *Curricula for Use with High Risk and Handicapped Infants and Toddlers*, for use as a supplement to the modules.

User's Guide to Series

INSTRUCTOR

Instructor Qualifications

Unless otherwise stated, the MITCH modules are designed to be presented by qualified and credentialed instructors in fields such as early childhood special education, early childhood education, special education, child development, psychology and nursing, and Home Economics.

Role of Instructor

Although the modules do contain scripts, the instructor is encouraged to add to them with his own style, personality, anecdotes, information, handouts, references and resources. It is expected that the instructor will exercise judgement in tailoring the material to the needs, interests, and level of the participants. The best presentations will be those that are specifically designed for the participants by the instructor who best knows their needs.

The instructor may change the lecture/discussion and activity ratio depending upon the group's needs. If all modules are being scheduled for presentation within a relatively short period of time for the same group of participants, the instructor may choose among the activities in order to offer variety since several modules share similar types of activities. The instructor will need to plan adequate time in order to become familiar with the material and tailor it to the needs of each specific audience.

A successful presentation of the material is heavily reliant upon an enthusiastic style on the part of the instructor. Suggestions for achieving this include:

- allow for introductions of participants
- accept and acknowledge interaction from all
- paraphrase questions and responses from the participants loudly enough for all to hear
- create a comfortable atmosphere
- summarize the content of each session before closing.

The audience may include a broad range of persons, including those who knowingly work with very young children with special needs, to others who may have children under their care who have special needs that are not yet recognized. The instructor should assist all caregivers in becoming more comfortable with:

- recognizing indicators that a child may be at-risk or may have special needs
- working with that child
- getting additional support and assistance regarding such a child.

It will be important to emphasize that all children are more like one another than they are different. Keeping children in the most natural or normal environment is a major goal for caregivers.

Instructor Preparation and Follow-Through

Prior to presenting any of the eleven three-hour modules, we recommend that each instructor:

- become entirely familiar with the content and format of presentation
- preview any videotape and/or audiotape
- set date for training
- arrange for a comfortable room in which to present the training
- advertise training in a timely fashion (see reproducible flier in Appendix A)
- arrange for the use of an audiocassette player, VHS videocassette recorder, overhead projector and screen, as needed
- photocopy all handouts and the List of Participants
- prepare overhead transparencies and/or other materials
- collect any additional materials not provided in this packet (see materials list)

After presenting any of the eleven three-hour modules, the instructor should:

- photocopy the reminder letter for each participant regarding the return of the Six-Week Follow-Up Activity
- mail the reminder letters three to four weeks after presenting the training module
- collect, or have participants mail, the completed Six-Week Follow-Up Activity
- review completed Six-Week Follow-Up Activity for each participant
- photocopy Certificate of Completion
- complete Certificate of Completion
- deliver or mail Certificates of Completion to each participant who successfully completed the Six-Week Follow-Up Activity

- maintain a complete record of persons who have successfully completed the module, using the List of Participants.

Reproducible copies of the Instructor's Time Table, Advertising Flier, List of Participants, Mailer, and Certificate of Completion are in Appendix A.

THE SESSION

Time

This module, if presented as written, is three hours in length. It may be presented in a single three-hour session, with a 15-minute break after one-and-three-quarter hours, or in three one-hour sessions.

Each module contains a five minute time allotment for opening each hour session, and a five minute time allotment for closing each hour session. If a module is being presented in one three-hour session, the instructor should eliminate the closing time allotment from hour one and the opening time allotment for both hours two and three in order to gain 15 minutes to use for the break. The 15-minute break should occur between presentation of the second and third hours of the module.

It is important to start and end each session on time. Estimates of presentation time are written in the left hand margins for specific segments or activities within each hour. However, the instructor may choose to expand on one or more of these segments or activities while shortening others.

Remember that a limited amount of information that is thoroughly presented will be more meaningful for participants than a larger quantity of information that has been inadequately understood by the participants.

Handouts/Overheads

Each training module comes complete with specially designed handouts. Since the modules complement one another, some handouts and booklets are recommended for use with more than one module. Reproducible originals of these materials are included in each of the appropriate modules. The Curricula booklet is available separately. The instructor should monitor and make decisions regarding reproduction and distribution of all handouts. The instructor also should supplement them with others that are appropriate.

When deciding which of the original handouts to reproduce as overhead transparencies, the instructor should choose only those with print large enough to be seen and easily read when projected on a screen. Many of the originals are not suited for use as overhead transparencies.

It is suggested, in a time saving effort, that all handouts be compiled into a single packet and distributed at the beginning of the first hour if the entire three-hour module is being presented, or at the beginning of each one-hour session if the module is being presented in one-hour segments. Only the handouts that will be discussed during the presentation should be reproduced and handed out. Some of the handouts present main points but are designed so that participants can use them for note taking. This should be called to the attention of the participants when appropriate.

MITCH printed materials may be reproduced and used in a manner that best meets the needs of the participants. Reproducible originals of handouts, overheads, and booklets (excluding the Curricula booklet) are in Appendix B of each module.

Videotapes

Videotapes have been chosen to supplement the material of several of the modules (Modules 1, 2, 3, 4, 6, 7, 8, and 9). All of the tapes will provide valuable information for the instructor, even if the videotape is not used during presentation of the three-hour module. Therefore, it is important for the instructor to view the tape that is associated with a specific module prior to presenting the module.

The videotapes have not been included in the designated time allotments suggested in each of the module manuals. The instructor may wish to substitute all or a part of a videotape for material written in the module, extend the three-hour time period, show the videotape at another session, or leave the videotape with the participants to watch as follow-up. See the Specific Information section of each module regarding the videotape for that module. Videotapes may not be copied without written consent of the producer. Information for obtaining videotapes is also provided in the Specific Information section.

Audiotapes

Audiotapes are recommended for the presentation of Modules 5 and 7. See the Specific Information section of each of those modules regarding the audiotapes. The audiotape presentations have been built into the designated time allotments suggested in each of the module manuals.

MITCH Theme Music

Included on the reverse side of the two audiotapes, one each in Module 5 and Module 7, is a three-minute segment of the MITCH theme music. The instructor may wish to play this as participants enter the session, as a signal to return from the break, or in any other suitable manner.

Attendance

At the opening session of each three-hour module, participants should sign the List of Participants form (see Appendix A). The instructor should use this form to verify attendance for all three hours of training and completion of the Six Week Follow-Up Activity.

Six-Week Follow-Up Activity

Three to four weeks after presenting the training module, the instructor, or another person representing the training agency, should contact all participants to remind them to submit their final Six-Week Follow-Up Activity (see Appendix C). This may be done by phone or by mail using the prepared mailer (see Appendix A).

The instructor, or some other qualified person designated by the instructor, should evaluate the quality and content of the performance of the Six-Week Follow-Up Activity by each participant. This may be done by a visit to each participant's place of work or by having each participant mail the completed follow-up activity form to the instructor. The instructor will prepare and give a Certificate of Completion to every participant whose performance meets the instructor's criteria.

Certificate of Completion

Only those participants who attend all three hours of training and who successfully complete the Six-Week Follow-Up Activity are eligible to receive a Certificate of Completion (see Appendix A).

Record of Completion

The instructor should keep the completed List of Participants forms on file in the training agency. Information should be retrievable by the participant's name.

Specific Information for Presenting Module 6

GOALS AND OBJECTIVES

Goal for Hour 1: Participants will gain knowledge of appropriate caregiving areas, materials, and supplies.

Objective - Participants will gain an understanding of:

- identifying and planning for appropriate areas within the caregiving setting
- identifying necessary supplies and materials
- planning appropriate outdoor play space.

Goal for Hour 2: Participants will gain knowledge of schedule and staff assignments.

Objective - Participants will gain an understanding of:

- necessary parts of the program day
- arranging daily activities into a practical sequence
- staff responsibilities
- transition techniques
- support persons who may visit the program.

Goal for Hour 3: Participants will gain knowledge of the nature and importance of play.

Objective - Participants will gain an understanding of:

- the learning potential of play activities
- play activities appropriate for infants/toddlers.

OTHER RECOMMENDED INSTRUCTORS

There are no reccommendations for additional instructors for this module.

CONTACT LIST

Persons to contact if the instructor has questions regarding this module include:

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EQUIPMENT, MATERIALS, AND SUPPLIES

Equipment

This module can be enhanced with the equipment listed below:

- VHS videocassette recorder and monitor - if videotape is to be used
- overhead projector
- projection screen or alternative
- audiocassette recorder.

Supplies

The instructor should also have the following supplies available:

- chalk
- crayons or markers
- overhead (transparency) pens
- chart paper
- extension cord
- 3 prong/2 prong adapter plug
- masking tape
- transparent tape
- thumb tacks
- extra batteries
- extra pencils for participants.

Materials Contained in This Manual

The following materials are contained in this manual:

- reproducible forms (Appendix A)
- reproducible handouts/overheads and booklets (Appendix B)
- reproducible Six-Week Follow-Up Activity forms (Appendix C).

Videotape

The videotape, Playing and Learning, was selected to complement this module. Use of this videotape is optional for this module. The videotape is 25 minutes in length and presents the stages of preschool play as the natural way to learn from infancy through kindergarten.

It was written by Dr. Thelma Harms and Dr. Debby Cryer of the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill. It is one of a series of ten video films from the North Carolina Center for Public Television and it is designed for parents and child care providers.

A copy of this videotape may be borrowed from the Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Florida Department of Education, 622 Florida Education Center, Tallahassee, FL 32399-0400; phone (904) 488-1879, Suncom 278-1879, or from any local FDLRS Associate Center. A copy may be purchased ~~from DC/TATS MEDIA, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, CB 8040, 300 NCNB Plaza, Chapel Hill, NC 27599-8040; (919) 962-7358.~~

only through Delmar Publishers, Inc., 2 Computer Drive West, Box 15015, Albany, NY 12212-5015; telephone 1(800) 347-7707.

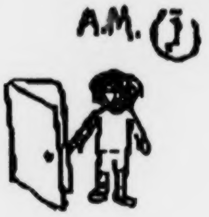
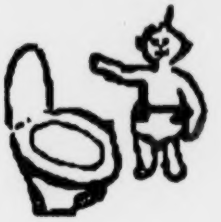
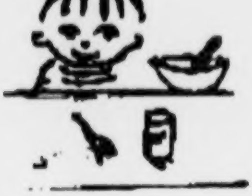
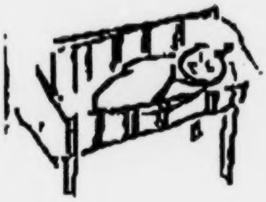
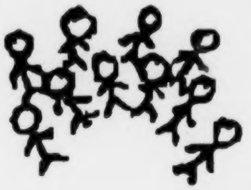
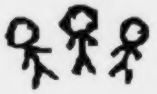
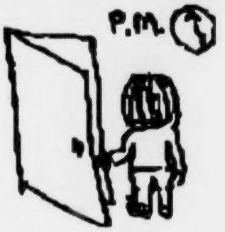
Materials Not Contained in This Manual

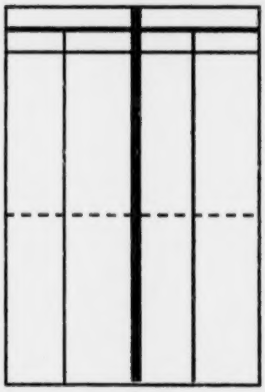
In order to present this specific three-hour module, the following materials, which are not included in the packet, need to be obtained by the instructor:

- writing paper and pencils for group activity (Hour 1)
- paper clips (Hour 2)
- instructor-made activity cards and activity boards. Please see the three Activity 6-2-1a pages, that follow, for directions. (Hour 2)
- inexpensive or home-made toys: balls, bubbles, sponges, nesting toys, measuring cups, puppets, rattles, stacking toys, etc. (Hour 3)

Arranging for a field trip to a well designed and organized daycare center program that can serve as a good example of the principles presented in this module may be an excellent additional activity.

See also the article on play by Eheart and Leavitt (1985) on the Resource List. Instructor may wish to discuss this at length during the presentation.

		
		
	B4	◣



TRAINER: You will need at least six sets of pictures for each working group you plan to have. The pictures should be cut apart. Place six sets, one each, in envelopes. Give one envelope to each group of participants.

Other materials needed for this activity are several paperclips (30 per group) and one activity "board" per group. The "board" can be made by photocopyng the following pages and taping them together to make one continuous "board." Trainers may wish to photocopy this on heavy stock in a color other than white, or attach the photocopy to the inside of a file folder.

Module	Hour	Activity
6	2	1a

MORNING		AFTERNOON	
Activity Card	**Time**	**Time**	**Activity Card**

Module 6
THE CAREGIVING ENVIRONMENT :
Planning an Effective Program

Hour 1

Goal: PARTICIPANTS WILL GAIN KNOWLEDGE OF APPROPRIATE CAREGIVING AREAS, MATERIALS, AND SUPPLIES.

Objectives - ***Participants will gain an understanding of:***

- identifying and planning for appropriate areas within the caregiving setting
- identifying necessary supplies and materials
- planning appropriate outdoor play space.

5 minutes **GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS**

SESSION BEGINS

10 minutes **ACTIVITY: Environment**

Say: Let's begin with a short activity. Look around the room we are in. Tell me what you see in the room. What kind of furniture is here? Tell me about the window treatment, the walls, the floors, and so on.

Rationale: If the room is an undecorated white room with white granite floor and chairs neatly arranged in rows, the feelings it brings to the participants will be different than the feelings brought about by a room decorated with pictures and posters on pastel-colored walls and carpeting with chairs arranged in a circle or small clusters.

Instructor writes description on left side of the blackboard, overhead, or flipchart. After several responses, instructor continues.

Say: Now we are going to do something different. This time, I want you to tell me how this room makes you feel.

Instructor writes responses on the right hand side same as above. Instructor then leads discussion to point out the connection between such things as room arrangement, decorations, furnishings, equipment, and so forth, and feelings and motivation for learning that are engendered by them. There are several important factors that affect our receptiveness or motivation to learn and environment is an important one.

Instructor summarizes discussion by drawing a parallel to the daycare site. Some desirable goals of a room arrangement include:

- children must feel physically comfortable (have basic needs met regarding temperature, light, appropriate child-sized furniture)
- children must feel safe (area is free from items that may be frightening, dangerous, or strange)
- children must feel their thoughts and ideas have meaning and are valued (caregivers respect children's thoughts, activities reflect children's interests, age-appropriate themes are used)
- children must feel stimulated, motivated, and free to experiment.

Instructor continues discussion.

Ask: What ways can we make rooms more appealing for babies and small children?

Instructor leads brainstorm session. Include:

- **appropriate light (light for play, dark for rest)**
- **appropriate temperature**
- **attractive pictures at children's eye-level**
- **child sized furniture.**

Say: To make the room a place that gives good feelings or 'warm fuzzies' we must decorate it cheerfully at the children's eye level. Visual stimulation is important for infants. For example, they particularly like looking at black and white contrasts and circular items. As they get older, they will be particularly interested in looking at pictures of faces of people, friendly animals, and other familiar objects. But, never forget that the most attractive room can't be effective unless you are there to provide the intervention.

15 minutes **LECTURE/DISCUSSION: Areas**

Say: In this first hour of our three-hour module, you will identify and plan appropriate areas within the caregiving center, identify appropriate supplies and materials, and discuss and plan outdoor play space. In other words, you will get an overview of the ingredients of a comfortable environment in which infants and toddlers can grow and learn safely. During the second and third hours, we will be talking about a good daily and weekly schedule and about the importance of play. To some of you this may be nothing more than a review and for others there may be new ideas and information. It is important to remember that we are here because we care about the quality of young children's

Handout/ Overhead 6-1-1

lives and that we have much to learn from each other. You may wish to use the outline handout for notes.

Instructor refers to Handout/Overhead 6-1-1. Be sure to ask participants to make suggestions for each area.

Say: You may have heard someone say that the best way to achieve a goal is to 'divide and conquer.' We can use this same idea in a classroom by dividing the room into several areas to meet the needs of children, both physical and intellectual or educational. The basic areas to be arranged in your site are:

- sleeping/napping
- feeding
- diapering/toileting
- indoor play areas
- outdoor play areas.

Each area should be separate, to ensure both sanitation and quiet. Often, spaces may be used for more than one activity. For example, the table area may be used for both work and feeding. The indoor play area may be used for playing and resting for toddlers. Of course, infants will need a separate place to sleep that is available to them most of the day.

Let's talk about each of these separate areas: how much space they need, and also the kinds of materials we may find in them.

Sleeping/Napping Area

First, let's talk about a sleeping or napping room or area. This area needs to be separate for the infant/toddler age group in order to allow for different sleeping schedules. Cribs for infants and floor mats or cots for toddlers will be needed. Sheets and a cover or blanket labeled for each child are necessary. A rocking chair to rock babies to sleep is especially nice. What other appropriate items can you think of?

Feeding Area

Second, the area set aside for feeding must be located away from the toileting area. It should be near sinks and have counter space for food preparation. A refrigerator to keep foods fresh is also important. You may need high chairs or chair adapters with straps for security. Cups, plates, spoons, bibs, bottles, and nipples need to be labeled for each child. Again, rocking chairs are especially nice for feeding infants.

Diapering/Toileting Area

Third, let's discuss the diapering/toileting area. When arranging an area for diapering and toileting, location and size are very important. The area should be located in or near a bathroom with a child-level toilet or toilet seat adapter and step stool, sink or sinks, and a shower or shower adapter for sink.

Also needed are a changing table and storage room for gloves, that are necessary for the caregiver to wear when diapering and toileting each child, and for diapers, extra clothes, lotions, baby powder, and disinfectant spray.

While we are talking about disinfecting, we should remind ourselves to have an area set aside for our First Aid supplies. We may use a cupboard or a box for supplies. This should be near a sink with running water. What kind of supplies should be included in the First Aid Box?

Handout/ Overhead 6-1-2

Instructor leads discussion and refers to **Handout/Overhead 6-1-2**.

Say: Remember to have your own center address written down next to the phone, as well as directions as to how emergency personnel should travel to get to your center. In a crisis it would be easy to give wrong directions if they are not written down.

It is very important to remember that you can take advantage of the time you spend with each child in the areas we have just talked about during the day. At these times, you should interact with the children one-on-one. You can do this by talking to them throughout the activities of diapering and toileting, and feeding. Sometimes, you can help children fall asleep by humming to them.

Handout/ Overhead 6-1-1

Instructor refers back to Handout/Overhead 6-1-1.

Indoor Play Area

Let's turn our attention to another very important area for young children. Activity or play centers should be arranged so as to provide a variety of experiences. Remember, young children learn by playing. We will discuss this in more depth during Hour 3. For now, let's talk about how you can arrange areas that invite children to play and explore. First, activity centers should be able to accomodate:

- movement and block building
- language development, listening, and music
- a pretend area
- an exploration and art area.

The goal of the areas is to promote movement, communication, and learning all day through play and work activities.

Activity centers may be located in corners of the room, but with an opening to a central group area. Allow plenty of space for children to move and play. Keep noiser areas and quiet areas away from each other. Materials intended for the children's use should be at the level of their sight and reach. Space should be provided for displaying children's work. This should be at the child's eye level also. Shelves, drawers, and containers can be labeled with pictures, photographs, outlines of the contents, or the objects themselves which are glued or taped onto the container. It is essential to keep the materials and toys organized in order to make the area appealing to children, and to help them organize and feel secure in their world.

Since the play or activity area is so important, we are going to spend a little time talking about different play centers that can be included in this area. Because we live in warm and sunny Florida, you also may plan to have some of these areas outdoors on a covered patio or even in the yard or open playground. Of course, you will always plan for areas in which an adult can observe children. This is important for two reasons. First, the adult will make certain the children are safe. Second, watching how a child plays will give information about that child's level of functioning. The adult can help the child in play and development by presenting toys and situations that are just right for the child.

Some supplies you may need for each of the play centers include shelves and baskets, or boxes of a variety of sizes to store materials. It is important for this age group that enough toys of the same type are available so that several children can play at the same time. In an infant and toddler room, quantity of individual materials is more important than variety of materials.

To keep children interested in materials, the materials should be added to and changed throughout the year. Remember that many of the same materials can be used to interact with a young infant (birth to 9 months), a mobile infant (6 to 18 months), and a toddler (16 to 36 months). The overlap in months reminds us that every child develops skills at different rates. Remember, too, that toys must be safe, washable, and too large for a child to swallow. They should range from simple to complex.

Toys that require children to respond actively are best. For example:

- bells
- busyboards
- balls
- vinyl-covered pillows to climb on
- large beads to snap together
- nesting bowls
- small blocks
- shape sorters
- music boxes
- squeeze toys that squeak.

Ask: Can you suggest some others that you have found the children you work with really like?

Instructor notes responses.

Say: Toys for infants should be small enough so that infants can grasp, chew, and move them. Examples are:

- clutch balls
- rattles
- spoons
- teethers
- rubber dolls.

Also useful are low climbing structures and steps that are well-padded, safe for exploration, and encourage creeping, crawling, cruising, and walking.

Now, let's get specific and look at some centers that can be set up in a play area and discuss some basic materials and toys for each.

First, we have the movement/building center. It is nice if this center has carpeting or a rug to absorb noise and to prevent injuries. The goal of this center is to encourage infants and toddlers to stretch, reach, bat, excercise large and small muscles, solve problems, and build eye-hand coordination.

Ask: Can you think of some toys that may be used to meet these goals?

Instructor writes answers on flipchart or chalkboard including:

- large cardboard blocks
- foam blocks
- figures of people
- cars
- trains
- large cylinder pillows
- stacking and nesting bowls
- peg boards with large pegs
- small wooden blocks
- hanging crib gym
- figures of animals
- trucks
- rings on spindle
- large wedge pillows
- snap beads
- buzy box activities.

Say: The second center is the language/listening/music center. You want to make this center cozy and inviting. An area rug or carpeting will help. The goal of this center is to encourage infants and toddlers to become aware of differences in sounds, to produce sounds (begin to vocalize and imitate words), and to respond to sounds. You may want to hold children on your lap while doing many of these activities. Let's list some materials we could use in this center.

Ask: What are some of your favorites?

Instructor writes list to include:

- bags or pillows for sitting on the floor
- rocking chair
- books made of heavy cardboard with rounded edges
- mirrors
- rattles
- bells
- balls
- record and tape player
- records and tapes
- collection of finger plays and nursery rhymes.

Say: The third center is the pretend or role-playing center. In this center you may want to provide a large cardboard box to create a private space for children. The goal of this center is to encourage children to imitate social actions and daily tasks. Also, this is a center in which it is natural to work on communication and language skills. What toys or materials might fit in here?

Instructor writes list to include:

- dolls
- silverware
- cups
- photos of children
- stuffed animals
- dress-up clothes
- bottles
- plates
- mirrors
- toy telephones
- puppets.

Say: If there is room, it is nice to have a "house corner" set up all the time. In it may be a toy stove, sink, and so on. Cardboard boxes covered with solid contact paper can serve as inexpensive "major appliances." Knobs that turn can be made from large wood beads attached with nuts and bolts. One resourceful mother made a washing machine out of those materials for her toddler. It also held all of the child's dress-up clothes when they were not in use.

If there is not enough room to have a house corner set up all of the time, remember to set one up as often as you can. Vary this with a toy grocery or clothes store, pretend school, or TV station and so on.

The last center we will discuss today is the exploring our world/art center. This center may require seating. The feeding area can be used for this purpose. The goal in providing this center for young children is to allow them to explore different textures and to handle different materials. You may want to include in this center some safe friendly animals.

Ask: What are some materials that are useful in this center?

Instructor writes answers including:

- papers of different types and textures (newsprint, tissue, cardboard, colored construction paper, wall paper, sand paper)
- playdough
- water
- bowls
- sponge
- cotton
- silk
- wood
- styrofoam packing chips
- corduroy
- satin
- sand
- scoops
- finger paints
- tape
- feathers
- leaves
- screening
- velvet
- terrycloth.

Ask: What are some animals that could be included?

Instructor writes answers to include:

- guinea pigs
- chickens
- fish
- rabbits
- cats
- frogs
- birds
- snakes
- hamsters
- ducks
- pollywogs
- caterpillars.

Say: Of course it will be necessary to provide the proper shelter, space, and food for any pets. Any wild insects, reptiles, and so on should be kept only long enough for the children to observe them briefly before they are released, unhurt. Encourage children to respect the freedom of wild living things. The humane society can provide free information about the care and selection of good classroom pets.

15 minutes **ACTIVITY: Centers and Materials**

Say: We are now going to divide into two working groups. Each group will have five minutes to work on your group task. Then you will report the results to the entire class.

Instructor proceeds to divide class into groups. This can be done by having participants count off by ones and twos and then having all ones and all twos meet together, or by any other means best for the situation. Encourage having persons from the same center dividing themselves so as to have representatives in each of the two groups. Instructor hands out paper and pencil and asks each group to choose someone who will record the answers and someone else who will report for the group.

Say: *(to Group 1)*

Ideally, many play centers should be available for children to choose from and play in. Suppose your site doesn't have enough room to have all the different centers that you would like to have at one time every day. What are some options you have to provide children a variety of different experiences within the limited space you have? Please write down as many ideas as you can think of.

Some suggestions if group is having difficulty:

- Keep all materials for each center in baskets or trunks that can be interchanged on a daily basis, so that on each day of the week you can concentrate on a different center and associated skills.
- Assign each adult a center and rotate small groups of children, two activities per day.
- Change interest centers on a regular basis according to theme.

Say: *(to Group 2)*

Your job is to make a list of at least ten toys needed in at least four different centers. Try to think of centers or themes we have not already talked about.

Instructor walks around to each group to see how discussions are going. Make suggestions, if necessary. After five minutes, have each group orally share results of their brainstorming.

Say: That was great! Now, before we move on to talking about the outdoor play area, let's discuss how we can literally separate the areas in the room. What I mean is, let's talk about how we can safely and meaningfully divide a home or daycare site into areas or actual centers. Who has a suggestion?

Instructor leads a brainstorm session that includes:

- sleeping and toileting rooms can be closed off with doors
- sturdy dividers like bookshelves
- tables that are used for feeding, exploration, and art
- carpeted area vs. hard floor area
- areas painted or marked off with tape on the floor
- big painted circles on the playground or in the "circle" area indoors.

Handout/ Overhead 6-1-3

Instructor shows and discusses **Handout/Overhead 6-1-3** as sample floor plan.

10 minutes **LECTURE/DISCUSSION: Outdoor Play Areas**

Say: The outdoor play space is just as important to plan as is the indoor space. Children should be encouraged to be active participants in play. While outside, they should experience a variety of different types of movement in order to develop a sense of balance and to develop awareness of where their body is in relation to what is around them. When planning an outdoor play area, try to think of providing equipment that will allow children to experience moving:

- up and down
- side to side
- back and forth
- in circular motion.

The playground should include small climbing equipment that children can go around, in, and out of. Swings and low slides are also good but play on them requires especially close adult supervision.

Use equipment that provides movement experiences for young children including:

- climbing and balancing
- swinging
- sliding
- riding
- getting into and under
- jumping on and over
- pushing
- pulling
- kicking
- throwing and aiming

- using sand and water
- building.

Say: The ideal is for the outdoor play space to have areas that are paved and areas that are covered with sand, grass, or other soft surfaces. Both sunny and shady areas are also desirable. It is a good idea to separate toddler outdoor play space from that of infants or older children for safety purposes.

When planning outdoor play space, remember that you will need storage space for balls, wagons, tricycles, cars, and other outside equipment.

5 minutes
(omit if 3-hour presentation)

Handout/
Overhead
6-1-4

Summary

Instructor distributes **Handout 6-1-4** and, if time permits, summarizes main points covered in hour.

END OF HOUR 1: Closing

Module 6
THE CAREGIVING ENVIRONMENT :
Planning an Effective Environment

Hour 2

Goal: **PARTICIPANTS WILL GAIN KNOWLEDGE OF SCHEDULE AND STAFF ASSIGNMENTS.**

Objectives - ***Participants will gain an understanding of:***

- necessary parts of the program day
- arranging daily activities into a practical sequence
- staff responsibilities
- transition techniques
- support persons who may visit the program.

5 minutes **GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS**

SESSION BEGINS

20 minutes **LECTURE/DISCUSSION: Introduction and Daily Activities**

Say: Welcome to Hour 2 of our three-hour module entitled, "The Caregiving Environment." During this hour, we will focus on scheduling and staff responsibilities within center and within home-based infant and toddler programs. The major goal is to create a schedule that promotes physical, social-emotional, intellectual, and self-care potential among infants and toddlers with or without special care needs. In this session, we will talk about the following:

- components of daily schedules for infants and toddlers in group settings
- identifying the appropriate sequence and duration of daily activities
- identifying staff responsibilities and methods of accountability
- identifying transition techniques
- identifying support personnel who may need to be included in a flexible schedule.

Handout/ Overhead 6-2-1

Instructor reviews **Handout/Overhead 6-2-1**, "What Purposes Does a Schedule Serve?" with the group.

Say: The first task involved in the development of a daily schedule requires defining the necessary parts of the day.

Both infant and toddler programs include some parts of the day which take care of a child's basic needs. These are the activities related to a child's physical well-being and to the development of self-help skills.

Other parts of the day include play activity times that are also important parts of every schedule for infant and toddler programs. Play activities are important because it is through play that children reach higher levels of development. Setting aside times of the day for circle, small group, large group, and outside play, provides for the developmental and learning needs of the infant and toddler.

Parts of the Day

Instructor asks group members to suggest parts of the day that they need to schedule into their program. As they are given, instructor writes all responses onto the chalkboard or flipchart. Be sure that some form of the following are included:

- feeding
- toileting
- napping
- outside play
- indoor play or activity
- group time.

Also accept specific activities such as:

- music
- art
- storytime
- block play, etc.

Handout/ Overhead 6-2-2, 6-2-3, & 6-2-8

Elaborate on parts of the day listed by using the following information and **Handoust/Overheads 6-2-2, 6-2-3,** and **6-2-8** as guides. Encourage active discussion, questions, and responses from participants.

Preparation Time

Say: Before the children arrive at the center, before they enjoy mealtimes, and before structured activities, the caregiver must prepare the environment for the children. This most important part of the day is usually not written into a center's daily schedule, but should not be overlooked.

One purpose that the daily schedule serves is to define staff responsibilities and assignments. If lunch is scheduled at noon and no one has had time to prepare the meal, there will be a waiting time that could lead to children becoming disruptive and caregivers becoming anxious. Time must be scheduled in the day for preparation.

Handout/ Overhead 6-2-2

Whether working with an infant or a toddler group, caregiver preparation times should be scheduled to include the following.

Instructor calls attention to **Handout/Overhead 6-2-2**.

B4 arrival:	Prepare environment, set out activities and materials for the day.
B4 structured activities:	Assemble materials in setting.
B4 meals:	Prepare food and eating area.
B4 nap:	Prepare crib or lay down mats and blankets.
B4 leaving:	Assemble child's belongings, notes home, etc.

Say: Staff members should be assigned to specific responsibilities in preparation and planning throughout the day. A well-prepared staff reflects quality caregiving. Remember, infants and toddlers cannot be left alone while preparations are being made. Infants and toddlers cannot be expected to be good waiters.

We are going to talk about specific activities that should be included in all schedules. This is not going to be totally new for any of you, but I hope that some of it will be new. I also hope that you will share some of what you know with us. That way we will all learn something. As you hear some good ideas today, feel free to take notes on your Handout 6-2-3.

Handout/ Overhead 6-2-3

Instructor refers to **Handout/Overhead 6-2-3**.

Arrival Time

Say: Typically children arrive at a day care home or center at different times of the day. Generally, a span of one hour should be planned to handle "Arrival." This is a very important part of the day because many things can happen.

Ask: Can you think of some?

Instructor leads discussion to include:

- difficult separations between parent/child
- lengthy discussion between parents/caregivers about the child's emotional or physical status for the day
- receiving a note from a child's physician with medication administration information
- earlier arrivals demanding caregiver attention.

Say: Flexibility is important to all aspects of a well-run program. Being flexible during "Arrival" is especially important. Though caregivers will not want to dictate to parents specific arrival and departure times, limits may need to be set.

Within the time frame that has been set aside for "Arrival" activities should be available to the children. Staff should be divided so that at least one adult is involving children in self-directed activities, or helping them with self-help and personal care skills. Other staff members should be interacting with parents and greeting the children. If only one staff person is available during early arrival, it is important to locate an activity area where attention can be focused on children and new arrivals at the same time. Never leave a child unattended. Remember to keep your child/careworker ratio appropriate at all times.

Ask: Does anyone know the ratios that are required in your area?

Note: **The minimum HRS childcare ratio is 1:6 for birth to one year, 1:8 for one to two years, and 1:12 for two to three years (lower ratios are highly recommended). However, different counties and different programs within counties may have stricter guidelines. For example, in the Dade County Early Intervention Program the ratios are 1:3 for below 18 months and 1:4 for 18-36 months. Instructor should have ratio information available for local area.**

Say: Greet children individually when they arrive. Infants should be welcomed by name and encouraged to respond with eye contact and smiles. Older children can smile, say hello, and be encouraged to talk. They should be helped to take care of their basic needs, such as toileting, diapering, etc., and encouraged to engage in an activity.

The staff person who is greeting parents should make note of any special information the parent has about the child. This should be shared with other caregivers as soon as possible. This is very important. Attention to each child's needs and to a parent's concerns greatly affect the quality of care that is being provided.

Toileting and Diapering Time

Say: Scheduled times for children to use the toilet or have their diapers changed are important to assure that the child's basic needs are met. Of course each person's body dictates individually the need for toileting times. Even the best of schedules can't guarantee that a child's diaper will be dry even ten minutes after a changing.

Flexibility is essential.

A scheduled changing time for infants serves as a reminder to caregivers throughout a busy day to check diapers. However, infants cannot wait for changing times. If a baby is soiled the baby should be changed as soon as the fact is discovered. This helps avoid discomfort and diaper rash.

Toddlers are unique in their toileting needs. They are just beginning to be aware of the sensations involved in urination and bowel movements. They may be able to tell caregivers that they are soiled. After the developmental age of two years, toddlers may be able to predict when they will need to use the toilet. At these times the caregiver is responsible for handling the situation immediately, regardless of scheduling.

A predictable, scheduled time for pottying offers the toddler an opportunity for success while being trained. Opportunities for using the toilet should be offered no less than every two hours, throughout the toddler's day; for example, upon arrival, after snacks and meals, after nap, and before leaving.

Handout/ Overhead 6-2-3

Instructor again refers to and may make overhead notes on **Handout/Overhead 6-2-3**.

Say: A reminder: Although toileting time is important, it should not become the center of the day's activities. No child should ever have to sit waiting for the rest of the group to potty themselves. Try to arrange for a staff member to assist in toileting while another maintains an activity program with children who have finished.

Feeding Time

Say: Infants and toddlers usually eat small amounts frequently. Opportunities to enjoy meals in a group setting should not be limited to lunch. Depending on their hours of operation, most childcare centers or group day care homes provide breakfast, a morning snack, lunch, and an afternoon snack. Some also provide dinner.

Instructor may ask participants what meals their centers provide.

In scheduling feeding times the caregiver needs to be aware of the individual needs of each child. Mealtimes with infants and toddlers are not good times for caregivers to go on break. Individual attention is required to assure that each child's needs are met. Children should be given the opportunity to enjoy a relaxed meal. Snack and mealtime are good times to practice independence and self help skills.

The feeding needs of one infant will not necessarily be the same as the feeding needs of another infant. Young infants need to be held and fed individually. Infants who can hold a bottle will need some assistance, but independence should be encouraged. All infants should be in an upright position for feeding. The caregiver should make notes of the time and how much the child ate. Record the ounces of formula or amount of semi- solids taken.

Handout/ Overhead 6-2-4

Instructor refers to **Handout/Overhead 6-2-4**. Point out importance of keeping such a chart.

Say: Feeding time is an important time for positive caregiver/child interactions. Use this time to help develop a child's sense of well-being. This helps build a child's self-concept and makes the child feel good. This time can also be used to help the baby learn how to interact with the caregiver. This helps the child learn social skills.

Meals should be enjoyed and independence should be encouraged. Young infants should be allowed to eat according to their individual needs, and not forced into the group's schedule. Infants, as well as some children who have special needs, require one-to-one attention during feeding.

Provide activities for other children when it is necessary for them to wait their turn. For example, give a waiting child a rubber ring or toothbrush to mouth while sitting facing you, or let the child play near you on a carpet. Also, remember that food play is a good way for children to become familar with new foods and to practice independence in feeding. Give infants simple safe foods to touch and explore, such as pudding, jello, small ice chips, and baby crackers.

Feeding toddlers is a challenging task. Caregivers need to be patient with anxious, hungry children. It is helpful to schedule a feeding time when maximum staff is available and to include in the daily schedule any preparations that will be necessary in order to avoid delays in delivering meals to children. Each toddler needs to be provided with sufficient attention to make mealtime satisfying and enjoyable, and to promote independent feeding skills.

Handout/ Overhead 6-2-5

You will want to keep a record of each child's meals and snacks.

Instructor refers to and discusses **Handout/Overhead 6-2-5**.

Make the point that B4 preparation for Monday should include:

- having weekly schedule planned, including snacks
- shopping
- assigning staff preparation responsibilities
- scheduling clean-up time.

Instructor may want to refer to one or more handouts from MITCH Module 10, Nutrition and Feeding Practice: What You Need o Know, especially the booklet entitled, *Nutrition and Handicapped Children, A Handbook for Parents and Teachers.*

Napping/Quiet Time

Say: Sleep and rest are basic needs just as are eating and using the toilet. Scheduled nap times make it possible to assure that children get the rest they need. Naptime may be the best time for caregivers to be scheduled for breaks. Remember to keep the appropriate caregiver/child ratio at all times.

Infants may not easily adapt to a center's scheduled naptime. Caregivers need to find out from parents how and when the child naps at home. The infant should not be forced to nap because it is a scheduled naptime, nor should an overtired infant be kept awake for scheduled activities.

Infants should be allowed to sleep according to their own needs, at least for the first six months of life. Gradually infants may become accustomed to the center's schedule. Gradual increases or decreases in the length of time a baby stays awake or remains sleeping, are suggested in order to adjust the infant's schedule to the centers' schedule.

Handout/ Overhead 6-2-6

Instructor refers to **Handout/Overhead 6-2-6**.

Say: Always keep parents informed of changes in their infants sleep patterns. A simple checklist near each baby's crib will make keeping track of a baby's sleep patterns easier.

Most centers provide two hour nap periods for toddlers following lunch. Since not every child will sleep every day, it is important to allow quiet activities for the children who are awake.

Ask: What are some ways you handle this situation in your centers? How can you provide quality time for the children who are awake while others are sleeping?

Instructor leads discussion to include the following possible responses:

- one-on-one time with adult
- having child "help out"
- reading
- listening to story/tape with earphones
- listening to quiet music
- playing in another room.

Large Group Activities Time

Say: Large group time consists of any scheduled activity that includes the entire group of children and all caregivers. This is not the time for one caregiver to take charge while another goes on break. Children need assistance in following directions addressed to large groups. Children also cannot be expected to attend as well or as long as they can when being directed in activities on an individual basis or in small groups. All caregivers are needed to assist the children in being successful in a large group activity.

Some common activities that might involve the entire group include outdoor play or music.

It is far less appropriate for infants to be directed in a large group than it is for toddlers or older children. The large group activity planned for infants may be something such as outdoor play, listening to music, playing with tactile toys, and so on. Actually, these are activities that the infants can do individually but at the same time as the other children.

Large group activities for toddlers should also be limited, since a child functioning at a developmental age under three years has a very short attention span. They also have difficulty sharing, waiting turns, and relating to more than one person at a time.

The most common large group activities that caregivers of toddlers use are:

- A morning circle time, in which children are welcomed to school and recognized with songs and short "hello" activities
- Outdoor play
- An afternoon activity, such as a special program, short story time, art, music, cooking, or science activity.

The most important job for the caretaker at these times is to help the child enjoy the large group activity. The adult can help focus the child's attention on the group activity when approprite and can help toddlers manage their behavior successfully. The adult can help the children keep busy in their place during those "lulls" or periods of waiting that often happen in large groups. The adult can help each child know it is fun to be in a large group.

Small Group or Individual Activities

Say: Small group activities are those in which one to four children are with one caregiver. These activities can be the best time for caregivers to work with children on specific objectives involving simple motor tasks, language skills, cognitive or learning skills, social skills, and self help skills.

For example, a small group can be designated for children who all need to work on the same skill. Another plan is for several activities to go on at the same time, each led by a caregiver. Children may choose the activity in which they wish to participate. In settings with few children, different small group activities can be planned for each day. On Monday there can be an art activity, on Tuesday an exploring activity, and so on.

Small group activities usually involve more defined skills, and can last longer than a large group activity period.

Ask: How long are the small group activities in your centers? What are some of the most popular activities?

Instructor listens and responds to group's responses. Try to elicit a variety of new or different activities from participants.

Transition Time

Say: Transition time, or going from one activity or place to another, can be very difficult for young children. Prying a child away from a play activity to go to a table for lunch, waking children up from a nap, moving a group outside for play: all of these can be traumatic for both the child and the caregiver. We seldom plan time for transition. We need to.

It is important to plan transition time slots in the daily schedule. Usually between 5 and 15 minutes are needed to move a group of children from one activity to the next. Plan the time carefully and use strategies to handle each transition. Some transition strategies are:

- Warn children that an activity time will be coming to an end soon, and tell or show them what will be happening next.
- Play a favorite song on the record player, and teach children that when the music stops the activity has ended. At that time, they must be in the next activity area (e.g., at lunch tables, in circle area).
- When moving a large group outdoors or to any area some distance away, interest the children

in moving. For example, pretend to move the group as a choo-choo train, parade of animals, or stream of water with each child holding another's shoulders or hands.

- Have all children hold on to a long string, being led by the teacher or group leader.
- Pantomime animals and movements (a bug crawling, a bunny hopping, a bird flying, etc.).
- Sing a song that signals the purpose of the transition such as "This is the way we go to lunch."
- Use familiar cues, either sounds or objects, that help the child become aware of what will happen next. For example, show the baby a bottle that you are preparing, turn on lights to signal the end of nap time, or shake a tambourine to annouce a music activity.
- Flick lights on and off.

Departure Time

Say: Like arrival time, departure time may vary among individual children. Children may stay only a half-day (usually in the morning), or some parents may keep their child in the center during traditional school hours, until 2 or 3 o'clock. Children might also stay all day until 5 or 6 o'clock. Whenever departure time is for a child, the caregiver should be prepared.

Each child's belongings need to be gathered together and any notes on the events of the day prepared to send home.

A personal word, hug, or other expression should be shared between caregiver and child when it is time to say goodbye. The caregiver should let the child know that the child is appreciated and cared for. Special attention should be given individually to toddlers to review the highlights of their day.

The caregiver must not forget to share important feeding, napping, and toileting information with parents.

When children have gone, staff members can clean-up. A child should never be left alone in order for staff to begin cleaning.

5 minutes **LECTURE/DISCUSSION: Sequence and Duration**

Say: We have just identified the important parts of the day. A second objective for this training hour is to identify a good sequence or order for the day. We will also talk about the length of the daily activities for infants and toddlers.

During the next several minutes we will review the characteristics of children, staff, and childcare centers that need to be considered when planning a schedule. We will look at sample schedules: one for infants, and one for toddlers. Finally, we will divide into two teams which will each make a schedule that will be presented to the group.

Handout/ Overhead 6-2-7

Instructor reviews **Handout/Overhead 6-2-7** on Characteristics of Children, Staff, and Center to Consider When Planning Sequence and Duration of Scheduled Activities.

Center:

- Length of day

  How many hours will the children attend?

  What are the hours of operation?

- Physical Plan

Are areas spacious enough to contain the group designated for each activity?

Are transitions between spaces practical?

Is time planned to accomodate all groups (e.g., in lunch areas, outdoor areas, and other shared spaces)?

Children:

- Number of children

  How many children does the center serve?

  How many groups or classes of children are there?

- Developmental ages of group

  What developmental levels are included?

  How many children are in each developmental group?

- Physical characteristics

  What time of day are the children most alert?

  How much sleep will they need?

  Are all rooms and facilities available for use by all children, even those with special needs?

Staff:

- Number of staff members

  What is the ratio of caregivers to children at any given time of day?

  How many caregivers will be on duty at which hours?

- Attributes of staff members

  Which caregivers prefer which activities or groups of children?

  What is each caregiver's best skill?

Handout/ Overhead 6-2-8 & 6-2-9

After discussing the characteristics that need to be considered, instructor displays a prepared schedule for infants and another for toddlers (**Handout/Overhead 6-2-8** and **6-2-9**). Discuss components as the group follows along with the handouts. Mention that of course very tiny babies will be eating and sleeping primarily. However, during the hours that the children are awake, caregivers must also provide nurturing, attention, and stimulation.

15 minutes

ACTIVITY: Making a Schedule

Activity 6-2-1a

Instructor divides group into two teams, one for infants and the other for toddlers. Pass out Parts of the Day cards, one set to each group. Instructions for making cards are in the Specific Information for Presenting Module 6 section of this manual (**Activity 6-2-1a**). Give each group a piece of chart paper, paper clips, and a magic marker. Describe activity.

Say: `Each group will have 10 minutes to organize the Parts of the Day cards in an appropriate sequence for either a group of toddlers or a group of infants.`

Instructor reminds groups which is responsible for which schedule.

Say: `You will also need to limit the time of each part of the day you include in your schedule. Clip the part of the day card to the chart paper. Write the time the activity will occur.`

Instructor demonstrates how to perform activity by clipping one or two cards to the board and writing the appropriate times.

Say: `Each group will have a few minutes to describe their schedule when we finish. Please choose someone in your group to act as the spokesperson. You may begin.`

Handout/ Overhead 6-2-10

Instructor should assist as needed. Keep track of time. During the presentations, discuss the appropriateness of the proposed schedules. Make changes as necessary. Allow group members to copy their schedules onto the two blank schedule forms in their packets (**Handout/Overhead 6-2-10, 2 per person**)

10 minutes

LECTURE/DISCUSSION: Specialists

Say: `The parts of the day have been identified and placed into a possible schedule. The last thing` we need to consider during this hour is the necessity of added time and flexibility within the schedule to accomodate individual needs. There may be children in the group who need special services. Many times parents will alert the caregiver of the children's special needs. The caregiver can be trained to attend to these needs.

Sometimes, however, an outside professional may be involved. The final pages of handouts for this hour include a list of professionals who may be involved in a child's care. We will talk about them in a moment.

Handout/ Overhead 6-2-11

Instructor refers to and reviews **Handout/Overhead 6-2-11**.

Say: These specialists may come to your center or home to attend to the child on a regularly scheduled basis, or the child may go to their office.

Flexibility within a schedule has been stressed as essential throughout this module. When caring for any child, flexibility is important. When caring for children with special needs, flexibility is even more important.

A schedule should be designed to promote physical, social-emotional, intellectual, and self-care potential among all infants and toddlers including those with special needs.

Instructor may also want to talk about integrating these specialists into the childcare program if there is time, or use this topic of discussion to replace other material.

5 minutes
(omit if 3 hour presentation)

END OF HOUR 2: Closing

Module 6

THE CAREGIVING ENVIRONMENT :
Planning an Effective Environment

Hour 3

Goal: PARTICIPANTS WILL GAIN KNOWLEDGE OF THE NATURE AND IMPORTANCE OF PLAY.

Objectives - ***Participants will gain an understanding of:***

- the learning potential of play activities
- play activities appropriate for infants/toddlers.

5 minutes
(omit if 3-hour presentation) **GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS**

SESSION BEGINS

10 minutes **LECTURE/DISCUSSION: Introduction**

Say: Welcome to Hour 3 of our three-hour training module. This workshop will address the activities portion of the day. We will talk about how much children can learn by playing. We will also identify activities that are right for infants and toddlers. The first two hours of this module, covered room arrangement, materials, and daily routine. These are important parts of a good program. The environment that you create and the schedule that you follow certainly add to the quality of your caregiving.

As care providers for infants and toddlers, we are concerned that their time with us is both pleasant and helpful to the growth of each child. As many of you who work with young children know, if the children's day is pleasant and happy, our day will be pleasant and happy, too.

Say: Before we discuss young children's learning we should briefly talk about learning in general. Think of something you have learned within the past several years such as using a computer or driving a car. Think about how you learned this new skill or activity. Remember some of the feelings you had while you were learning. Write them down on a paper.

Instructor gives the group a moment to write down personal experiences. Ask for volunteers to share their newly acquired skill with the group. Lead the discussion to include:

- How this new skill was learned, e.g., from a book, or hands-on instruction.

- The amount of practice that was required.
- Whether people of different ages can do this activity.
- Whether it was a pleasant or unpleasant experience, and why.
- Whether the pace of the activity was comfortable.
- Whether you learned something you did not want to learn.

Say: We all learn new things frequently, but lots of what we already know is very familiar to us. With infants and toddlers everything is new. Remember the pride of accomplishment and joy of discovery you felt in a successful situation for learning. Our goal is to create places and to plan activities that provide these same feelings for young children. Those of you who are working with infants and toddlers or who have young children of your own, are already providing growth experiences for the children in your care. With our discussion today I hope you will come to know even better the importance of the time you spend with these children.

15 minutes

LECTURE/DISCUSSION: Learning

Say: Before discussing activities that are beneficial for children, we will review some characteristics of children at different ages. As we do this, it is very important to remember that children do not pass milestones at the same age. This is true for all children, but it is especially true for infants and toddlers who have special needs. They may think, move, or behave like younger children. The goal in working with children is to find out where they are in each area of development and then to facilitate their growth in each of these areas.

Remember, earlier we shared new activities or skills we had recently learned. Whatever the activity, there will be people younger than us who know how to do that particular activity. Also, some people older than us may not know how to do that particular activity. When we talk about skills or activities occuring at certain ages, we must remember these ages are just guidelines. When we observe children in our care, we can select the type of activities suitable for each child based on the skills that the child has and the ones the child can learn next. Children cannot learn to button if they do not have a good pincer grasp.

Instructor demonstrates.

Say: Toddlers cannot draw a circle if they cannot scribble or hold a crayon or pencil.

It is sometimes difficult to plan for special needs children when they are very scattered in their abilities. Let me give you an example of what I mean by scatter. A child may be at one developmental level in social and movement development, but delayed in thinking or language ability. That means the child will be able to do what most other children that same age can do in social and motor activities. However, the caregiver can expect the child to act like a younger child when doing language or thinking activities. Unlimited combinations can occur.

Handout/ Overhead 6-3-1

Instructor refers to and discusses Handout/Overhead 6-3-1 to illustrate.

Say: In the example shown on our handout/overhead, the child is developing like most other children who are at the same chronological age in thinking skills, self-care skills, and in language. However, the child's moving skills are below what could be expected for a child of that age, while the child's social skills are advanced. This handout shows you a profile picture of a child's skills in various areas. A profile like this can give you useful information about a child.

In order to plan effectively, we need to know what children can do. Let's take a look at another handout.

Handout/ Overhead 6-3-2 or 6-3-3

Instructor refers to and discusses the general information presented on **Handout/Overhead 6-3-3**, using some of the specific information to illustrate. Instructor may use **Handout/Overhead 6-3-2** and ask participants to fill in the material themselves, or **Handout/Overhead 6-3-3**, which is already completed.

10 minutes **ACTIVITY: Planning**

Say: Now we can do some planning together. We will take a simple toy and discuss all of the different levels of activity that can take place using just that toy.

Instructor provides a choice of toys: balls, sponges, bubbles, water play, puppets, rattles, stacking toys, etc.

Say: We will try to provide a social, discovery (or thinking), and a movement aspect for each toy. We know that infants and toddlers like to be with others, do things, and move around. Some toys or activities may be inappropriate for certain ages. Let's be sure we mention that, too.

Instructor leads discussion and asks participants how certain handicapping conditions (e.g., visual, hearing, motor, cognitive impairments) might affect this activity plan.

Instructor may also divide participants into small groups, giving each group a toy. Have them do the activity in a small group and then report back to the larger group.

Handout/ Overhead 6-3-4

Instructor may want to use **Handout/Overhead 6-3-4** or write responses on flipchart or chalkboard. See following two pages for sample responses.

Note: Ages are overlapping in each age group to emphasize the fact that the age levels should be used as guidelines only.

Toy: Noise Makers - Rattle

(sample)

▨	Welcome to the World (Birth-8 Mos.)	Checking Out the World (4-14 Mos.)	Exploring the World (10-20 Mos.)	Young Learners (16-26 Mos.)	Active Learners (22-38 Mos.)
SOCIAL	Shared experience	May hold out to adult or use to get adult's attention	May use to wave bye-bye May shake on cue from adult	Enjoys making sounds with other children	"Shows off" shaking skills Uses rattle to shake when happy or excited
DISCOVERY	They can make things happen Turn to visually locate source of rattle sound	Different rattles have different sounds Repeats banging	Tactile search for sound	Play rattle with music	Talk about play "Sing" with rattle play
MOVEMENT	Grasp control	Picking up rattle Shaking	Wider range of motion in shaking	Improved control of arm movements	Shakes two rattles or tambourines

Module	Hour	Handout
6	3	4

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

MITCH*

*MITCH: Model of Interdisciplinary Training for Children with Handicaps

Toy: Paint Brush and Water

(sample)

	Welcome to the World (Birth-8 Mos.)	Checking Out the World (4-14 Mos.)	Exploring the World (10-20 Mos.)	Young Learners (16-26 Mos.)	Active Learners (22-38 Mos.)
SOCIAL	n/a	n/a	Observing and imitating adult	Showing adult what they have done	Asking to do activity Parallel play "painting" with friend
DISCOVERY	n/a	n/a	What happens when working on different textures	"Painting"	Add washable colors or use different size brushes
MOVEMENT	n/a	n/a	Picking up and holding brush Splashing Waving brush	Control of brush	Large and small movements

Module	Hour	Handout
6	3	4

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

MITCH*

*MITCH: Model of Interdisciplinary Training for Children with Handicaps

15 minutes

LECTURE/DISCUSSION: How Babies Learn/Appropriate Toys

Say: I would like to share with you the following excerpt from a book. "Children of all ages thrive on love and attention. Babies need cuddling, loving, and touching. They need to know their needs will be met in order to gain a sense of security and well-being (no need to worry about spoiling them at this stage). Talking to babies is also an important activity. The sound of a gentle, happy voice is very reassuring to them. Their schedule should be flexible and should provide a variety of activities that help to develop an awareness of space, time, and other aspects of their surroundings. Babies should spend time outside their cribs each day so that they can look and move around." (Fish, p. 145)

Let us discuss how babies learn. Babies are always learning. Everything is new to them. Our goal as parents and caregivers is to provide places and activities that foster learning experiences. Learning should never be painful.

Everyone learns best when there is a certain level of interest. By observing children, we can see what they are interested in and add to that activity.

Having the time to spend on an activity we want to do is important to all of us, interruptions are not. It is the same for babies. If they are interested in playing with a toy, we, as caregivers, should be sensitive to their interest and not interrupt them.

On the chart of typical infant behaviors it was mentioned that at an early age babies begin to imitate adults. We must be sure as we act that we want this behavior to be imitated. We know from our own experiences that what someone does is often more meaningful than what they say.

We all learn from our mistakes. Babies are no exception. Caregivers need to make sure the situation is safe and then allow the babies opportunities to experiment and learn through their experimentation.

Remember, infants and toddlers need and enjoy active exploration of many items and places. But so far, we have failed to mention the most important component -- YOU. Besides having areas and materials suitable for young children, YOU must be there, too. Staying in a playpen or crib does not help babies learn about their world.

Materials and Toys for Play and Learning

Handout/ Overhead 6-3-2

Before giving a child a toy, we should make sure that the toy is appropriate. Knowing what is typical behavior for babies tells us something about the type of toys that can be used with the child. Refer again to our chart (**Handout/Overhead 6-3-2**). What is one of the first things babies do with a toy?

Instructor points to lines that state "likes to put things in mouth, likes to taste everything."

Say: Babies like to put toys in the mouth. So, toys must be too big to swallow, must be able to be cleaned, and must be non-toxic or non-poisonous.

Babies like to swing, bang, throw, and drop toys; so, toys must be durable. They should have no sharp parts or parts that can pinch or poke the baby or others.

What do you think are all the things we should keep in mind in selecting toys for play? You may want to take notes for yourself on Handout 6-3-5. Let's start with some we have already mentioned.

Handout/ Overhead 6-3-5

Instructor refers to **Handout/Overhead 6-3-5**. Instructor makes a list on chalkboard or flipchart. Add to list if necessary from the following.

Each toy should pass the following criteria: (Wilson, 1986)

- too big to swallow
- no sharp parts
- made of non-poisonous materials
- can be cleaned
- no moveable parts that can pinch
- paint is non-toxic
- very sturdy, can withstand rough treatment.

Say: `Remember, a toy is of value only if children want to play with it. Children show you by their interest what they like to do.`

Ask: `What do you think we should keep in mind in choosing activities for our children.`

Instructor makes a list on chalkboard or flipchart. Add to the list if necessary from the following list:

For each activity the caregiver should:

- have all the materials gathered together before children arrive
- have tried the activity to be sure it works, such as making playdough or fingerpaint, etc.
- provide areas which are easy to clean when activities are messy
- provide suitable clothing covers when activities are messy
- keep it as simple as possible
- provide enough materials for everyone to have their own since infants/toddlers should not be expected to share
- alternate activities that are prepared.

Say: `Remember, an activity is of value only if children want to do it. Children show you what they like to do by their interest in activities.`

Ask: `What do you think babies would like to play with?`

Instructor makes a list on chalkboard, flipchart, or overhead.

Welcome to the world - birth to 8 months:

- mobiles
- rattles
- texture or yarn balls
- small, simple toys to hold
- sound toys
- foam blocks.

(Source: Wilson, 1986)

Say: `Some easy-to-make materials are:`

- bright felt shapes glued to cardboard and safely secured with strings to the side of the crib
- different shapes and textures sewed to a blanket on which the baby can crawl
- different materials (e.g., bell, rice, macaroni) put into containers and secured with glue and tape (replace when worn)
- pieces of foam cut into different shapes and covered with printed fabric to fit the shape.

Ask: `What are the social, discovery, and movement benefits in using any of the above materials?`

Type of answers to elicit:

- Social - Caregiver and baby can play together. Caregiver talks to baby.
- Discovery - Baby hears different sounds, feels different textures, and looks at different sights.
- Movement - Baby handles different objects. Baby can crawl on different textures.

Ask: `What do you think babies a little older, perhaps 4 to 14 months, would like to play with?`

Instructor makes a list on chalkboard, flipchart, or overhead. Add to list if necessary from the following.

Checking out the world - 4 to 14 months:

- toys safe to throw
- toys safe to bang
- little things to climb on

- mirrors
- soft balls
- teething toys.

Say: Some easy-to-make materials are:

- Bean Bags - cut two pieces of terrycloth fabric into desired shape. Sew three sides together, fill with beans, and then sew the last side together.
- Sock puppets - decorate socks by sewing on pieces of felt or yarn.
- Pillows to climb over.

Ask: What are the social, discovery, and movement development benefits in using any of the above materials?

Type of answers to elicit:

- Social - Baby and caregiver play interactively. Baby can attract attention without vocalizing.
- Discovery - Infant makes sound by banging. Discovery of self image (initial stages). Spatial relations. Practice in visual tracking.
- Motor - Practice in muscle development. Kinesthetic, or position in space, sense develops.

Ask: What do you think toddlers who are 10 to 20 months old would like to play with?

Instructor makes a list on chalkboard, flipchart, or overhead. Add to list if necessary from following.

Exploring the world - 10 to 20 months:

- nesting objects (e.g., kitchen containers)
- balls
- rhymes
- blocks
- toys to push and pull
- books
- small broom

- telephone.

Say: Some easy-to-make materials are:

- Zipbag books - put two simple pictures, and cardboard center to stiffen into zipper plastic bags. Put together as a book with end that opens to the left (binding side). Sew along "binding" with needle and thread.
- Photo albums with one simple picture per page. These pictures can be from magazines and be of food, animals, clothing, or anything else that interests children. Photographs of the children doing different activities are nice to collect in an album, too.

Ask: What do you think toddlers a little older, such as 16-26 months, would like to play with?

Instructor makes a list on chalkboard, flipchart, or overhead. Add to list if necessary from the following.

Young learner - 16 to 26 months:

- balls
- bubbles
- simple rhymes to act out - "Ring Around the Rosie"
- playdough or clay.

Say: Some easy-to-make materials are:

- Two laundry baskets, one for holding the balls, the other for the target.
- Carpet squares to decorate the floor so children can jump on them, play with toys on them, and build with them. (Be sure no child has an allergic reaction, e.g., runny nose and itchy eyes, to the carpeting.) New squares should be aired outside to get rid of new smells.
- Homemade playdough: Mix 1 cup flour, 1/2 cup salt, 2 tbsp vegetable oil, and 1 tsp. alum together. Add 1/3 to 1/2 cup water, or as much

as necessary until consistency holds together. You can add a few drops of food coloring. Play with and then store in the refrigerator. A messy activity is best done in an easy to clean area.

Ask: To finish, we have our oldest group of toddlers, 22 to 38 months. What do you think they would like to play with?

Instructor makes a list on chalkboard, flipchart, or overhead. Add to list if necessary from following.

Active learner - 22 to 38 months:

- toys to ride, push, or pull
- things to climb on
- blocks
- simple toys such as figures and animals
- markers, chalk, crayons, paints
- music to listen to, simple instruments to play
- books
- safe junk such as cardboard boxes, paper rolls, plastic jugs, plastic cookware
- sand and water play materials
- dress-up items such as handbags, hats, simple clothing.

Say: Everything we do with young children can add to their growth and development. We have discussed just a few today. We talked about social development, when we play with and listen to babies. We have talked about learning through discovery, allowing each child the time, and the materials to explore and manipulate. And, we talked about having the space for children to move and use the toys. We hope that in the future, when you choose materials and activities, you try to include time for all areas of development.

Remember to talk with each child's parent about toys and activities that are right for their child. Also remember, the family is the child's primary caregiving unit. You can help that unit have a positive effect on a child's development by sharing what you know with each and every parent.

Ask: Are there any questions?

Say: Let's review some of the things we talked about today.

Handout/ Overhead 6-3-6 & 6-3-7

Instructor reviews **Handout/Overhead 6-3-6**.

Instructor may wish to give *Welcome to the World* booklet (**Handout/Overhead 6-3-7**) to participants at this time with a brief explanation of the booklet.

Note: This handout is also recommended for use with other MITCH modules. Participants may have already received a copy of it. Instructor may choose to discuss the handout in-depth with the participants in place of other material in the module, or at a follow-up session.

5 minutes **Explanation of Six-Week Follow-Up Activity**

Give participants the phone number at which you can be reached should there be any questions regarding the follow-up activity.

END OF HOUR 3: Closing

Resource List

Burtt, K. G., & Kalkstein, K. (1981). Smart toys for babies from birth to two: 77 easy-to-make toys to stimulate your baby's mind. New York: Harper & Row.

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Overgard, D. (1985, May/June). Creating a learning center environment for infants. Totline, Tiny Tot Activities, 4-5.

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Teachables from trashables. (1979). St. Paul, MN: Toys 'N' Things Press.

Willis, A., & Ricciuti, H. (1975). A good beginning for babies: Guidelines for group care. Washington, DC: The National Association for the Education of Young Children.

Resource List (cont'd)

SAFE CARE: A System for Hazard Prevention in Childcare (1986). A 15 minute videotape, with accompanying booklet and checklist, designed to help childcare providers maintain a safer environment for children. Available from Comprehensive Loss Management (CLMI), 6601 Shingle Creek Parkway, Suite 800, Minneapolis, MN 55430. Phone: (800) 533-2767.

MEMBERSHIP AND SUBSCRIPTION INFORMATION:

For membership and subscription information for the journal Young Children, write to NAEYC, 1834 Connecticut Avenue, N.W., Washington, D.C., 20009-5786.

For membership and subscription information for the journal Scholastic Pre-K Today, write to Pre-K Today, Scholastic, Inc., P.O. Box 2075, Mahopac, NY 10541-9916.

For membership and subscription information for the journal Dimensions, write to South Florida Association on Children Under Six (SACUS), Box 5403, Brady Station, Little Rock, AK, 72215; phone (501) 663-0353.

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Appendix A

Reproducible Forms for Three-Hour Module

Form	Copies to make
Instructor's Time Table and Notes (2 pages)	**1 per instructor**
Advertising Flier	**As needed**
List of Participants	**Varies - usually 6 to 8**
Follow-Up Mailer (2 pages)	**One per participant**
Note: **Reproduce mailer as one two-sided page by photocopying the second page on the reverse side of the first. This mailer may be reproduced on agency letterhead.**	
Certificate of Completion (1 page)	**1 per participant**

Instructor's Time Table and Notes

MITCH Module Title: ____________________

Training Location ____________________

Date ____________________

Instructor ____________________

Preparation

Date	**Task**	**Completed**
________	Review module	________
________	Preview videotape* and audiotape	________
________	Arrange for guest speaker*	________
________	Set date	________
________	Arrange for room	________
________	Arrange for A-V equipment*	________
________	Advertise	________
________	Photocopy all handouts	________
________	Prepare any overheads	________
________	Collect additional materials	________

Notes for Training

Hour 1:

Hour 2:

*** if applicable**

Trainer's Time Table and Notes, continued
Hour 3:

Six-Week
Follow-Up Activity

Date	Task	Completed
	Copy letters	
	Send letters	
	Collect activity	
	Review activity	
	Copy certificate	
	Prepare certificate	
	Deliver certificate	
	Record trainees who have completed module	
	Maintain List of Participants on file	

Notes:

Coming . . . MITCH Module 6

THE CAREGIVING ENVIRONMENT:

Planning an Effective Program

TRAINING
FOR
CAREGIVERS
OF
INFANTS
AND
TODDLERS

Date .... Time ....

Location ....

Training Agency ....

For information and/or registration, call ....

....

....

LIST OF PARTICIPANTS

SIGN IN SHEET
MITCH Module

MITCH module title ______________________________

Training date ______________________________

Training location ______________________________

Instructor ______________________________

Hours Attended			
1st	2nd	3rd	*FA

Please PRINT your name, social security number, home mailing address, phone and place of work.

Full Name ______________________ Social Security ______________
Home Address ______________________________
City ______________ State ______________ Zip ______
Phone ______________________ Place of Work ______________
Work Address ______________________ Zip ______________

Full Name ______________________ Social Security ______________
Home Address ______________________________
City ______________ State ______________ Zip ______
Phone ______________________ Place of Work ______________
Work Address ______________________ Zip ______________

Full Name ______________________ Social Security ______________
Home Address ______________________________
City ______________ State ______________ Zip ______
Phone ______________________ Place of Work ______________
Work Address ______________________ Zip ______________

Full Name ______________________ Social Security ______________
Home Address ______________________________
City ______________ State ______________ Zip ______
Phone ______________________ Place of Work ______________
Work Address ______________________ Zip ______________

*** Follow-Up Activity completed**

Dear

This is to remind you that the Six-Week Follow-Up Activity for MITCH Training Module # ____

Title: ____

is due ____/ _____/ ____.

Please submit your Follow-Up Activity to:

____

____

____

____

If you have any questions, please call:

__________________________ *telephone* ____________________.

Sincerely,

Staple

Fold #2

From: MITCH Module Training

To:

Fold #1

Certificate of Completion

MITCH

Model of Interdisciplinary Training for Children with Handicaps

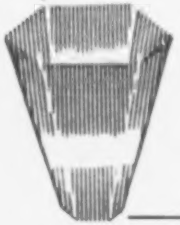
has completed all requirements for MITCH Module 6, entitled:

THE CAREGIVING ENVIRONMENT:
PLANNING AN EFFECTIVE PROGRAM

Instructor

Training Agency

Date



This training module was developed by the MITCH Project, the Florida Diagnostic and Learning Resources System/South Associate Center, and the Bureau of Education for Exceptional Students, Florida Department of Education.

Appendix B

Reproducible Copies of Handouts/Overheads/Booklets

Note:

Each handout is numbered in a three-digit code such as: Handout 3-1-4. The first digit (3 in example) refers to the module number. The second digit (1 in example) refers to the hour of the Module, while the last number (4 in example) refers to the number of the handout itself. Consequently, the example number above denotes the fourth handout to be used during the first hour of Module 3.

AREAS AND MATERIALS

Sleeping/Napping:

Size

Special Features

Supplies/Materials

Feeding:

Size

Special Features

Supplies/Materials

Diapering/Toileting:

Size

Special Features

Supplies/Materials

➛

Module	Hour	Handout
6	1	1

AREAS AND MATERIALS (con't.)

Indoor Play Areas:

Movement/Building:

Language/Listening/Music:

Pretend:

Exploration: Our World/Art

Outdoor Play Areas:

Size

Types of Movement Desired

Supplies/Materials

Module	Hour	Handout
6	1	1 (con't.)

# ✚ Recommended First Aid Supplies ✚

Location and name of person responsible for first aid and supplies should be posted clearly.

Contents:

- gloves
- band-aids
- sterile bandages
- sterile compresses
- adhesive tape
- cold pack (for sprains and bruises)
- magnifying glass
- needles and tweezers (for splinters)
- CPR manual
- first aid manual
- cotton swabs
- petroleum jelly
- peroxide
- thermometer
- blanket
- scissors (for cutting tape and gauze)
- triangular bandages (for sling)
- soap for cleansing

Remember

Do NOT use any medicated ointments. Children may be allergic to these.

syrup of Ipecac (to be given with warm water for poisons)
- do not give Ipecac without contacting Poison Control Center.
- replace Ipecac after one year because of decreased potency.
- label Ipecac clearly as to usage

Phone:

emergency contact number. **Phone:**

Your center address:

Your center telephone number:

Directions to your center for emergency vehicle: ______________________

Module	Hour	Handout
6	1	2

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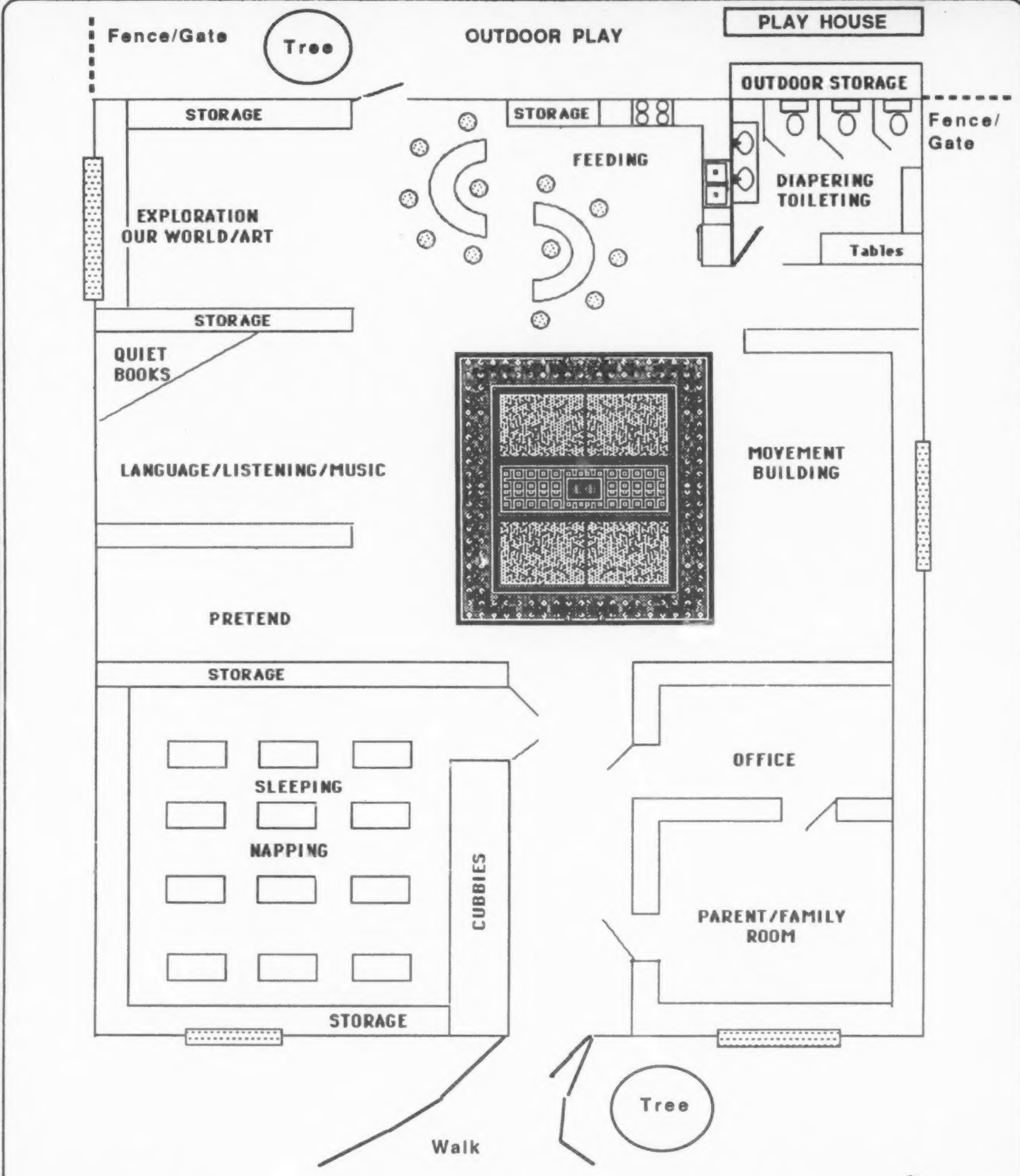
Fence/Gate
Tree
OUTDOOR PLAY
PLAY HOUSE
OUTDOOR STORAGE
STORAGE
STORAGE
Fence/
Gate
FEEDING
DIAPERING
TOILETING
EXPLORATION
OUR WORLD/ART
Tables
STORAGE
QUIET
BOOKS
LANGUAGE/LISTENING/MUSIC
MOVEMENT
BUILDING
PRETEND
STORAGE
SLEEPING
NAPPING
CUBBIES
OFFICE
PARENT/FAMILY
ROOM
STORAGE
Tree
Walk

Module	Hour	Handout
6	1	3

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THINGS TO THINK ABOUT - *SUMMARY*

CHILD MUST FEEL:

- COMFORTABLE - meet basic needs of temperature, appropriate furniture, visuals at child's eye level, and so on.
- SAFE - areas are free of items that may be frightening, dangerous, or strange.
- BASIC NEEDS WILL BE MET - these include social and physical well-being.
- STIMULATED, MOTIVATED, AND FREE TO EXPERIMENT.

DIVIDE YOUR SPACE INTO SEVERAL BASIC AREAS:

- Sleeping/Napping
- Feeding
- Diapering/Toileting
- Indoor Activity Area
- Outdoor Space

Some areas should be separate to insure sanitation and quiet. Some other spaces may be used for more than one activity.

FOUR CENTERS TO INCLUDE IN THE ACTIVITY AREA:

✓ Movement/Building
✓ Language/Listening/Music
✓ Pretend/Role Playing
✓ Exploring our World/Art

OUTDOOR PLAY

To develop a sense of balance and awareness of where their body is in relation to what is around them children should experience:

✓ Up and Down
✓ Back and Forth
✓ Side to Side
✓ Circular Movement

Remember, you can take advantage of the time you spend with each child during the day to encourage the child to communicate. You can do this by talking to each child throughout all the activities of the day.

Module	Hour	Handout
6	1	4

What Purpose Does A Schedule Serve?

- Schedules help organize the child's day and provide the child with repeated contact with familiar people and events.
- Scheduled routines can assure that individual needs are met.
- Scheduled daily routines for playing, dressing, washing, toileting, and feeding can integrate opportunities for learning, emotional/social support and the development of self-care skills.
- Schedules insure a balance between activity and rest.
- Schedules incorporate individual one-to-one adult/child time each day.
- Schedules plan for and assure regular breaks for caregivers.
- Schedules systematically assign staff responsibilities, providing more opportunities to instruct, learn, and assist in progressing toward established goals of the childcare setting.

Module	Hour	Handout
6	2	1

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B4

B4 ARRIVAL: Prepare Environment

B4 STRUCTURED ACTIVITIES: Assemble Materials

B4 MEALS: Prepare Food and Dining Area

B4 NAP: Prepare Cribs or Cots/Blankets

B4 DEPARTURE: Assemble Child's Belongings, Notes

Module	Hour	Handout
6	2	2

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Schedules Must Include

B4

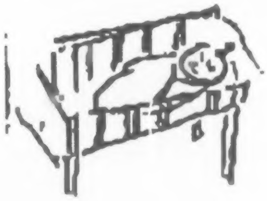
PREPARATION

ARRIVAL

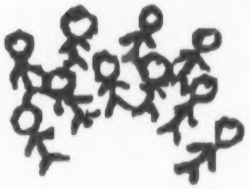
**TOILETING/
DIAPERING
(every two hours)**

FEEDING

NAPPING



LARGE GROUP



SMALL GROUP

TRANSITIONS

LEAVING

**OTHER
medication?
clean up?
put away?**

Module	Hour	Handout
6	2	3

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Infant Feeding ✔ List

NAME	BREAKFAST	A.M.	LUNCH	P.M. SNACK

Module	Hour	Handout
6	2	4

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Menu Week of ....

	Breakfast	A.M. Snack	Lunch	P.M. Snack
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Module	Hour	Handout
6	2	5

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INFANT SLEEP CHART

Name..

	HOURS	
DATE	A.M.	P.M.

Module	Hour	Handout
6	2	6

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CHARACTERISTICS OF CHILDREN, STAFF, AND CENTER TO CONSIDER WHEN PLANNING SEQUENCE AND DURATION OF SCHEDULED ACTIVITIES

Center:

Length of day

Physical plan

Children:

Number of children

Developmental ages of group

Physical characteristics

Staff:

Number of staff members

Attributes of staff members

Module	Hour	Handout
6	2	7

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Daily Schedule - Infants

The daily schedule for infants should contain time for the following. However, it is important that the caregiver responds to the infants' needs and internal schedule, not to a rigid time schedule.

- Preparation (B/4 Arrival, Breakfast, Activities)
- Arrival
- Diapering
- Large Group - Morning Greeting Song
- Small Group and Individual Activities - books, toys, tracking, manipulation, movement, rolling, crawling, pulling up
- Transition Times
- Feeding Preparations
- Feeding - meals and snacks
- Clean Up
- Nap/Quiet Time - music boxes, mobiles
- Outdoor Play
- Music
- Departure Preparations
- Departure

Module	Hour	Handout
6	2	8(R)

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Daily Schedule - Toddlers

7:00-7:30	Preparation (B/4 Arrival, Breakfast, Activities)
7:30-9:00	Arrival - Small Group and Individual Activities Breakfast - Toileting
9:00-9:05	Transition
9:05-9:15	Large Group - Circle/Opening Activities
9:15-9:20	Transition
9:20-10:00	Small Group and Individual Activities - Snack Preparation
10:00-10:05	Transition
10:05-10:30	A.M. Snack - Toileting
10:30-11:00	Large Group Activity - Music or Outdoor Play
11:00-11:05	Transition
11:05-11:30	Small Groups - Art/Sensory, Small Motor/Lunch Preparation
11:30-11:35	Transition
11:35-11:45	Lunch Preparation/Hand Washing
11:45-12:15	Lunch
12:15-12:35	Toileting - Toothbrushing - Clean Up
12:35-12:55	Large Group Activity - Story - Nap Preparation
12:55-1:00	Transition
1:00-2:30	Nap
2:30-2:45	Toileting
2:45-3:15	Small Group Activities - Snack Preparation
3:15-3:20	Transition
3:20-3:45	P.M. Snack - Toileting
3:45-4:15	Large Group Activity - Outdoor Play or Music/Dance
4:10-4:20	Transition
4:20-6:00	Small Group Activities and Individual Activities Departure Preparations Toileting Departure

Module	Hour	Handout
6	2	9

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SCHEDULE

TIME	ACTIVITY

Module	Hour	Activity
6	2	10

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Multidisciplinary Specialists*

Audiologist: Conducts screening and diagnosis of hearing problem; may recommend a hearing aid or suggest training approaches for children with hearing handicaps.

Case Manager: Person who is selected by the multidisciplinary team to coordinate and monitor services for children who have special needs, and their families, and who assists in writing the Individualized Family Service Plan (IFSP). This person may be the parent, social worker, or any other multidsciplinary team member.

Dentist: A doctor who screens, diagnoses, and treats the teeth and gums.

Exceptional Student Education (ESE) Teacher or Resource Person: Plans individualized educational programs (IEP) for children with special needs based on assessment information gathered by all members of a multidisciplinary team. This person is trained to work with children who have specific types of disabilities.

Neurologist: A physician who screens, diagnoses, and treats brain and central nervous system problems.

Nutritionist: Evaluates the eating habits and nutritional status of children and provides information about normal and therapeutic nutrition.

Occupational Therapist: Evaluates children who have fine motor problems; suggests activities to promote self-sufficiency and independence; provides training and assistance with oral motor (feeding) problems.

Ophthalmologist: A physician who screens, diagnoses, and treats diseases, injuries, or birth defects of the eyes.

Optician: Prepares and and fits the lenses prescribed by the optometrist or ophthalmologist.

➻

Module	Hour	Handout
6	2	11

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Multidisciplinary Specialists (Con't.)

Optometrist: Examines for disease and evaluates the visual development of children. This person is not a physician.

Orthopedist: A physician who screens, diagnoses, and treats muscles, joints, and bones that have been injured or are diseased.

Otolaryngologist: A physician who screens, diagnoses, and treats ear, nose and throat disorders.

Pediatrician: A physician who specializes in the care of children.

Physical Therapist; Evaluates gross motor skills: muscle tone, posture, range of motion, and locomotion abilities; plans therapy programs to increase a child's ability in skills such as walking, sitting, and changing position; also advises regarding adaptive equipment such as wheelchairs, bolsters, and standers.

Psychologist: Evaluates, diagnoses, may treat and can help plan programming for children who have special needs; is primarily concerned with cognitive and emotional development. This person may have a Ph.D. and be addressed as Doctor. However, this person is not a physician.

Psychiatrist: A physician who screens, diagnoses, and treats psychological, emotional, developmental, or organic disorders; is able to prescribe medication, and is alert to physical problems that may cause nervous disorders.

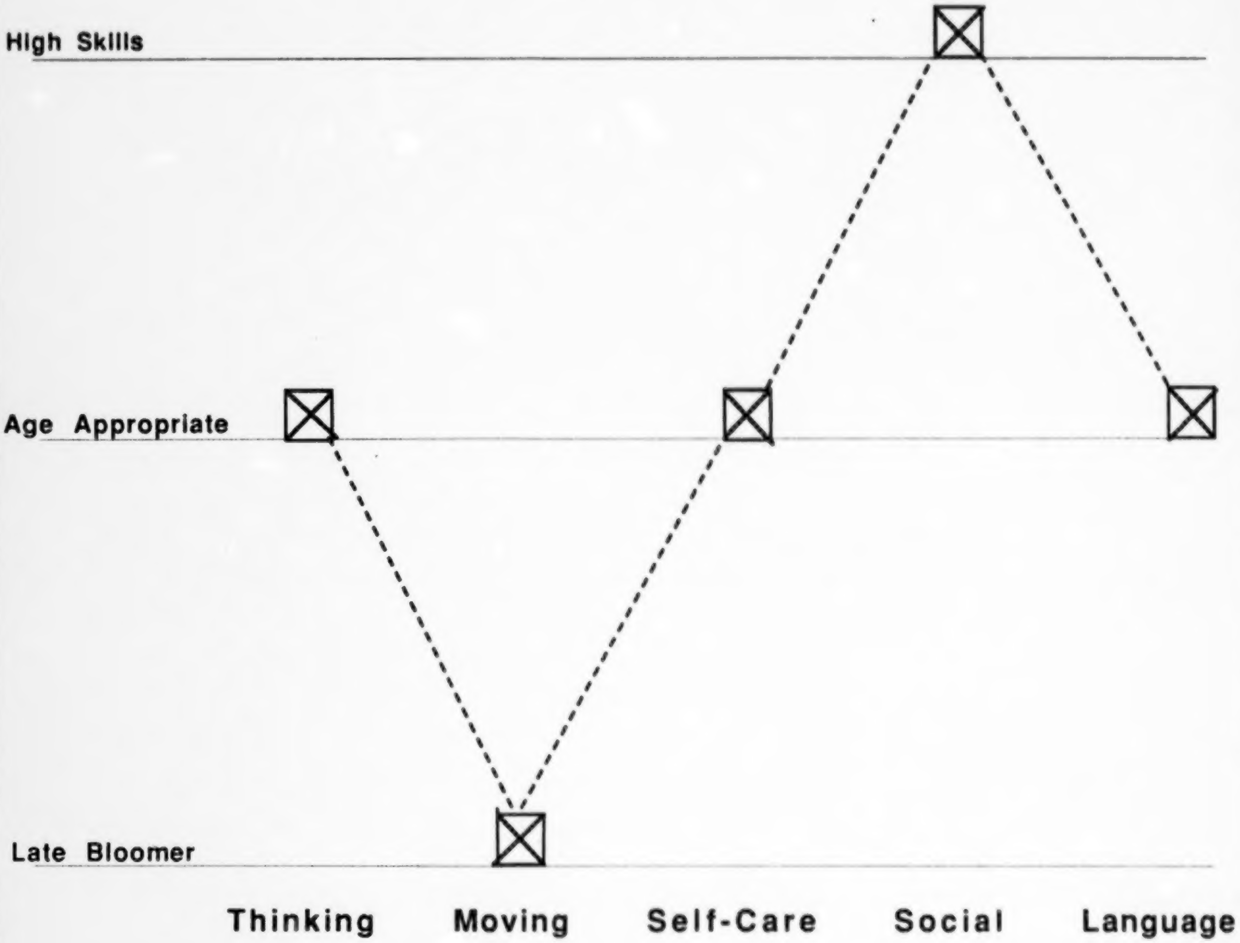
Social Worker: Conducts in-take/eligibility interviews and provides consultative services to families who may be experiencing problems. May also provide counseling.

Speech-Language Pathologist (Speech Clinician or Speech Therapist): This person screens, diagnoses and treats children with speech and/or language problems; can assist and advise regarding feeding problems, and consults regarding alternate forms of communication devices for children who cannot speak.

*Material for this handout was adapted from Cook, Tessier, and Armbruster (1987).

Module	Hour	Handout
6	2	11 (con't.)

Profile of a Child's Ability in Different Areas of Development



The profile above shows "scatter" in a child's skill ability.

Module	Hour	Handout
6	3	1

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What Children Do

SOCIAL					
DISCOVERY					
MOVEMENT					
	Welcome to the World (Birth-6 Mos.)	Checking Out the World (6-12 Mos.)	Exploring the World (12-18 Mos.)	Young Learners (18-24 Mos.)	Active Learners (24-36 Mos.)

Module	Hour	Handout
6	3	2

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What Children Do

SOCIAL	Responds to smiles . Responds to different voices. Has different moods. Likes to be held and rocked. Sets own schedule.	Babbles, imitates simple sounds. May be fearful of strangers. Shows more emotion; smiles, frowns, cries when bored as well as for comfort.	Waves bye-bye. Enjoys funny happenings. Can show anger or frustration. Shows affection to care-givers. Understands simple sentences. May have own name for things and activities.	Copies activities of family members. Talkative. Loves to play pretend, be silly. Tries to control behavior of others. Can be aggressive or show frustration.	Enjoys conversation with others. Likes to use the word "No" (ask questions you want a "No" answer for), Can be stubborn. Likes to show off. Wants to be helpful with little chores. Should not be expected to share. Shows variety of feelings: happy, sad, angry, proud. Is learning to follow simple rules.
DISCOVERY	Likes to touch and feel different objects. Responds to different sounds (rattles, dogs barking, bells, music, etc.). Tries to imitate different sounds or actions. Briefly follows rattles with eyes. Likes brightly colored objects.	A beginning explorer. Likes to touch and feel different objects - uses fingers, tries to feed self. Everything goes into mouth. Knows own name. Plays peek-a-boo or simple hiding games. Learns to pull toys to self that are on a string or blanket. Repeats activities that hold interest, has favorite toys. Likes to look in mirror. Likes to drop, shake, bang, etc. different things. Wants adults to wind toys, show them simple books, play with blocks or dolls.	Wants to explore. Understands some simple requests, can name some items. Gets into things, starts activities. Tries to taste everything. Can be stubborn and insist on own way. Can be distracted with some other activity. Enjoys filling and emptying containers. Searches for objects when playing hide and go seek. Beginning to figure out simple problems.	Explore, look, touch, taste. Likes to scribble with crayons. Likes music and stories. Can name many different things.	Likes to do many things: water play, sand box play, toys, music, painting with big brushes, dolls, housekeeping items. Can name many things, speaks in short sentences. Curious. Is learning to dress and undress self. Enjoys short stories.
MOVEMENT	Enjoys moving arms and legs. Beginning of head and body control (still needs support). Puts hands or objects into mouth. Grasps a finger.	Crawls on hands and knees. Sits with support. Rolls over.	Manipulating objcludes opening and closing boxes, picking up small objects, e.g. raisins. Can sit without support. Pulls to stand, beginning walking. Likes lots of movement activity, climbing over little things, playing with water.	Can build and make things with hands. Likes to run and climb.	Likes to run, tumble, climb, dance.
▨	**Welcome to the World (Birth-6 Mos.)**	**Checking Out the World (6-12 Mos.)**	**Exploring the World (12-18 Mos.)**	**Young Learners (18-24 Mos.)**	**Active Learners (24-36 Mos.)**

Module	Hour	Handout
6	3	3

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BEST COPY AVAILABLE

Toy: ....

	Welcome to the World (Birth-6 Mos.)	Checking Out the World (6-12 Mos.)	Exploring the World (12-18 Mos.)	Young Learners (18-24 Mos.)	Active Learners (24-36 Mos.)
SOCIAL					
DISCOVERY					
MOVEMENT					

Module	Hour	Handout
6	3	4

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Toys and Activities

	THINGS TO KEEP IN MIND
WELCOME TO THE WORLD (Birth-6 Mos.)	
CHECKING OUT THE WORLD (6-12 Mos.)	
EXPLORING THE WORLD (12-18 Mos.)	
YOUNG LEARNERS (18-24 Mos.)	
ACTIVE LEARNERS (24-36 Mos.)	

Module	Hour	Handout
6	3	5

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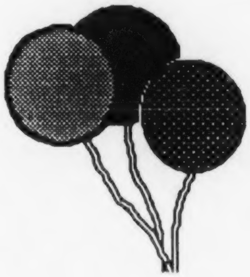
Summary on Play

Remember:

- ages and stages are important
- rate of development can vary (especially for special needs children)
- sequence usually does not vary
- each individual is unique
- charts are guidelines.



How Babies Learn:

- continuously
- with a certain level of interest
- with time
- through imitating adults
- from their mistakes
- from you.

Choosing the Right Toy and Activity:

- review "What Children Do" chart to see characteristics that are closest to child's level of development
- ask what child likes to do
- ask what are the social, discovery, and movement benefits of the toy or activity.

The time you spend with children should be pleasurable as well as valuable to their growth and development. Share with parents the activities children are doing while they are in your care.

Module	Hour	Handout
6	3	6

Welcome to the World

Booklet on Normal Developmental Milestones

(A reproducible copy of this booklet follows.)

This handout is recommended for use with MITCH Modules 1, 2, 3, 6, 7 and 9.

Module	Hour	Handout
6	3	7

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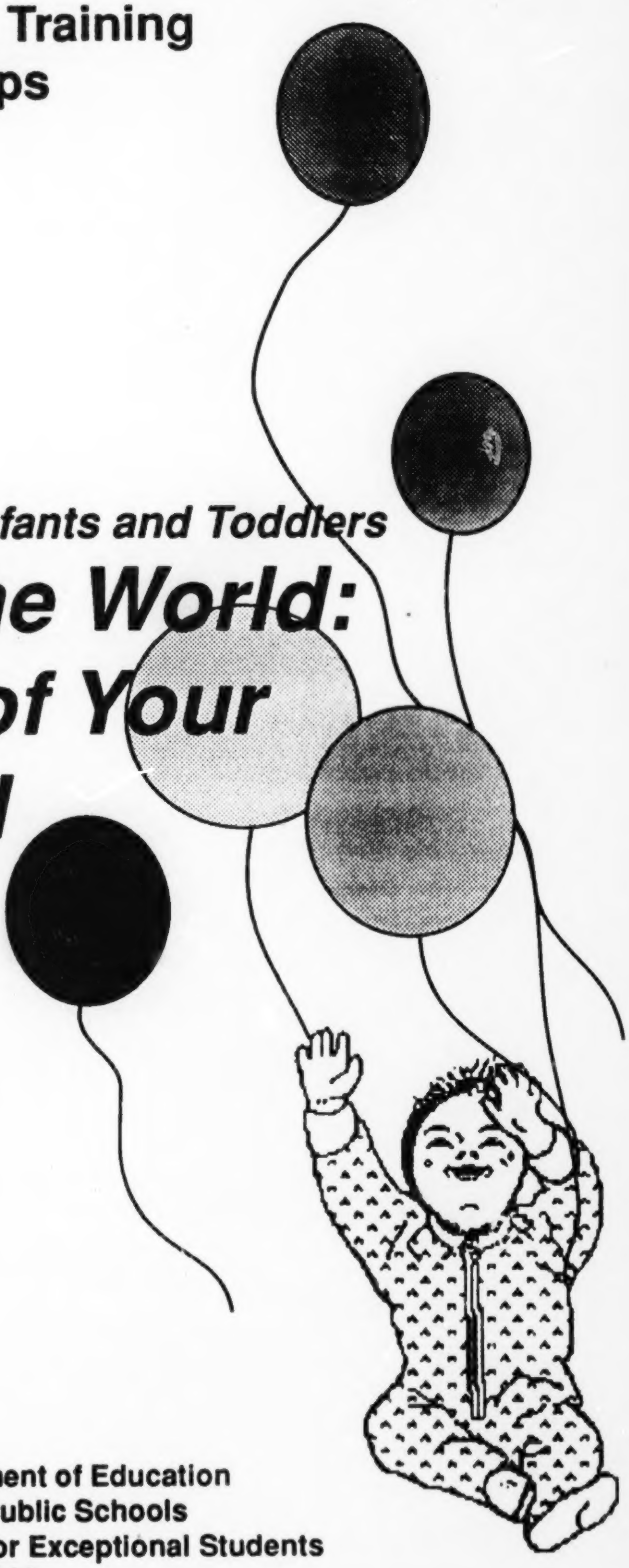
Model of Interdisciplinary Training
for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

Welcome to the World: An Overview of Your Growing Child



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This training series is one of many publications available through the Bureau of Education for Exceptional Students, Florida Department of Education, designed to assist school districts, state agencies which operate or support educational programs, and parents in the provision of special programs for exceptional students. For additional information on this training series, or for a list of available publications, contact the Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Florida Education Center, Tallahassee, Florida 32399-0400 (telephone: 904/488-1879; Suncom: 278-1879; SpecialNet: BEESPS).

**Model of Interdisciplinary Training
for Children with Handicaps**

A Series for Caregivers of Infants and Toddlers

Welcome to the World: An Overview of Your Growing Child

**Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1990**

This training series was developed through the MITCH (Model of Interdisciplinary Training for Children with Handicaps) Project, FDLRS/South Associate Center, Dade and Monroe County Public Schools, and funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under State general revenue appropriation for the Florida Diagnostic and Learning Resources System.

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Department of State
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Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

Welcome to the World: An Overview of Your Growing Child

Dora Piner Kobasky
Early Childhood
Special Education Program
University of Miami
Miami, Florida

Violet McNamara
Bunche Park Elementary School
Dade County Public Schools
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Ms. Janet R. McAliley, Vice-Chairperson
Mr. G. Holmes Braddock
Dr. Rosa Castro Feinberg
Ms. Betsy Kaplan
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FDLRS/Gateway - Jasper

Dr. Susan Gold
Adjunct Assistant Professor
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TABLE OF CONTENTS

Introduction 1
Birth to Three Months 2
Three to Six Months 4
Six to Nine Months 6
Nine to Twelve Months 8
Twelve to Eighteen Months 10
Eighteen to Twenty-four Months 12
Twenty-four to Thirty-six Months 15
References 17

Introduction

This booklet is designed to provide a brief summary of normal development from birth to 36 months of age. It describes behaviors typically seen in children at various developmental levels. It gives examples of these behaviors in each of four categories: personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. The booklet also suggests activities that adults can do with infants and toddlers.

It is important to remember that although all babies follow the same general pattern of growth, all children do not develop at the same rate. Children differ in appearance, in the way they feel about things, and in the way they learn. Also, a baby's development may not be steady. The baby may develop new large muscle skills, such as standing and walking, but not seem to develop new fine motor skills for a few months. Then, the child's large motor skill development may slow down while the child's language skills appear to develop very quickly. Because babies are unique and develop and grow at different rates, this booklet should be used only as a general guideline. The sequence of learning is what is important.

When a caregiver knows what a baby might be interested in and able to do next, the caregiver can better interact and play with the baby. Knowing what things a baby is not yet ready to do will keep the caregiver from expecting the child to play and respond in ways that are not yet possible for the child.

If a parent or caregiver has questions about a child's development, it is best to consult the child's doctor, nurse, or other qualified professional. The local Child Find specialist can also be called. Child Find is associated with the exceptional student education department of Florida's public schools and 18 support centers called the Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers. The Child Find specialist at any FDLRS center can arrange to see a child who lives within that FDLRS region and who may not be developing normally. Call the local public school, FDLRS office, or Florida Department of Education, Bureau of Education for Exceptional Students (904/488-2077) for the number of the nearest Child Find specialist.

Birth to Three Months

PERSONAL AND SOCIAL SKILLS

- Smiles in response to adult's smile
- Looks at face when spoken to
- Tells primary caregiver from other adults
- Startles or cries at sudden loud noises
- Comforts to soothing gentle sounds

Suggested Activities

- Smile at baby
- Hang a crib mobile
- Sing lullabies to baby

LANGUAGE AND UNDERSTANDING SKILLS

- Expresses demands with cries and/or other sounds
- Gurgles and coos
- Responds to sound of rattle
- Shows excitement before feeding and anticipates other familiar events

Suggested Activities

- Talk to baby during feeding, changing, and bathing
- Provide many different sounds for baby (music, rattles, radio, bell, TV, etc.)
- Imitate sounds baby makes
- Listen to, watch, and allow time for baby to respond

SMALL MUSCLE SKILLS

- Follows bright objects with eyes
- Looks at object held in hand
- Attempts to grasp adult's finger
- Holds objects for a few seconds
- Sucks well

Note: Many movements are still controlled by reflexes

Suggested Activities

- Dangle objects in front of baby for baby to watch
- Provide different textures for baby to feel (terrycloth, stuffed animals, plastic toys) making sure objects are too big to swallow.
- Place objects (finger, rattle) in infant's hand to stimulate grasp

LARGE MUSCLE SKILLS

- Lifts head while lying on stomach
- Begins to reach toward object
- Automatically turns head to one side while lying down
- Moves arms and legs

Suggested Activities

- While baby is on stomach, dangle bright objects in front of baby to help baby lift head
- Hold baby in a sitting position so baby begins to hold head steady
- Provide baby with a favorite object to look at in order to help baby roll over
- To encourage sitting, place baby in corner of couch (supervised)

Three to Six Months

PERSONAL AND SOCIAL SKILLS

- Laughs
- Smiles on own
- Reaches for familiar people
- Begins choosing toys

Suggested Activities

- Play peek-a-boo with baby
- Let baby look at self in mirror
- Sing simple songs with baby and help baby do motions with hands to the music
- Massage baby's arms, back, and legs from top to bottom

LANGUAGE AND UNDERSTANDING SKILLS

- Squeals and laughs
- Babbles, combines vowel and consonant sounds (e.g., goo, ga)
- Explores objects by putting in mouth
- Chuckles
- Experiments by making sounds (e.g., goo ah)
- Begins to respond to own name
- Begins to show likes and dislikes

Suggested Activities

- Shake rattle beside baby's head (ear) to encourage head turning toward sound
- Continue to talk to baby; name objects
- Listen for baby's sounds and imitate them; wait for baby to respond to your sounds

SMALL MUSCLE SKILLS

- Picks up and holds rattle
- Chews
- Plays with hands at midline
- Starts to transfer objects from one hand to the other
- Holds objects with fingers against palm of hand (palmar grasp)

Suggested Activities

- Put object (rattle) in baby's hand and gently pull it to encourage baby to hold on to object
- Put a toy in baby's hand and let baby hold toy with both hands to encourage baby to transfer or switch object to the other hand
- Help baby pick up small, safe objects (1" blocks, assorted shapes)

LARGE MUSCLE SKILLS

- Brings objects to mouth
- Turns from back to side
- Rolls from stomach to back and then back to stomach
- Pushes up on arms when on tummy
- Holds head upright and steady without support
- Kicks at objects

Suggested Activities

- Put baby on tummy on a safe surface (carpet, blanket, mattress) and dangle interesting toys at baby's head
- Fasten mobile on crib for baby to kick and move baby's legs to demonstrate

Six to Nine Months

PERSONAL AND SOCIAL SKILLS

- Smiles at self in mirror
- Enjoys hide-n-seek, peek-a-boo, pat-a-cake
- Becomes attached to a particular toy or object
- Begins to fear strangers

Suggested Activities

- Hug and cuddle baby often
- Smile and talk to baby
- Play "How Big's the Baby," hide-n-seek, peek-a-book, pat-a-cake
- Let baby play in front of large mirror

LANGUAGE AND UNDERSTANDING SKILLS

- Starts imitating sounds
- Makes eager sounds for bottle or breast
- Uncovers toy that is hidden by cloth
- Knows on name
- Vocalizes to self when alone

Suggested Activities

- Look at picture books with baby
- Sing songs with baby
- Play hide-n-seek with toys under cloth

SMALL MUSCLE SKILLS

- Starts feeding self
- Rakes or scoops small objects
- Grasps with three fingers (inferior pincer grasp)

Suggested Activities

- Provide baby the opportunity to pick up safe foods (cereal, crackers) and feed self
- Let baby hold crayon in hand and scribble on big piece of paper
- Provide many small objects for baby to pick up making sure they are too big to swallow

LARGE MUSCLE SKILLS

- Sits by self for a short time
- Creeps and crawls
- Pulls self to standing on furniture
- Rocks back and forth when on hands and knees
- Plays with feet when on back
- Stands by holding on to furniture, hands, etc.

Suggested Activities

- Encourage baby to pull up to a standing position
- Place a toy out of reach and encourage baby to try to get the toy by crawling to it
- Allow baby to stand next to furniture
- Allow lots of room for baby to crawl and explore (supervise)

Nine to Twelve Months

PERSONAL AND SOCIAL SKILLS

- Aware of strangers
- Tugs at or reaches for adults to get attention
- Begins drinking from a cup
- Likes or dislikes certain foods
- Demonstrates affection

Suggested Activities

- Have baby sit near the family during meals
- Play pat-a-cake
- Help baby learn to hold a cup containing a small amount of liquid
- Hug and kiss baby often
- Respond with a hug or by talking when baby reaches for you

LANGUAGE AND UNDERSTANDING SKILLS

- Waves bye-bye
- Responds to "no-no"
- Starts understanding simple questions ("Want some more juice?")
- Shakes head "no-no"
- Understands familiar words (mommy, daddy, ball, cookie)
- Looks at pictures in book
- Begins enjoying nursery rhymes and songs

Suggested Activities

- Make puppet from socks and pretend the puppet is "talking" to baby
- Read nursery rhymes and sing songs to baby
- Help baby look at scrap book
- Identify objects with names

- Listen and respond to communication from baby

SMALL MUSCLE SKILLS

- Holds own bottle
- Picks up small objects using thumb and finger
- Uses two hands together with coordination (picks up cup)
- Claps hands
- Drops objects with voluntary release

Suggested Activities

- Show baby how to stack small blocks
- Let baby play with the pots and pans in the kitchen
- Help baby put objects into a container
- Let baby play with empty boxes of all sizes
- Give baby cereal to feed self

LARGE MUSCLE SKILLS

- Gets into sitting position from lying down position
- Sits down from standing position
- Walks with assistance
- Stands alone
- Bangs two toys together

Suggested Activities

- Play stand up, sit down, lie down imitation game
- Help baby to walk with or without support
- Let baby "cruise" around by holding on to furniture and walking

Twelve to Eighteen Months

PERSONAL AND SOCIAL SKILLS

- Enjoys having people clap
- Starts feeling emotions of jealousy, affection, sympathy
- Plays chasing and hiding games
- Shows specific wants by gestures and vocalizations
- Plays ball with an adult
- Becomes attached to favorite possession (blanket, toy)

Suggested Activities

- Provide washcloth for child and allow child to care for doll by washing, hugging, and kissing doll
- Let child help undress self
- Let child start feeding self with a spoon
- Ask child to show how big child is (help child raise hands high)
- Take child on outings (picnic, zoo, parks) and talk about the things you see and do with child
- Roll a large ball to the child and ask child to roll it back to you

LANGUAGE AND UNDERSTANDING SKILLS

- Names body parts
- Points to several objects or pictures when named
- Follows simple commands

Suggested Activities

- Encourage child to repeat familiar words
- While child is bathing or dressing, name body parts and let child repeat the names
- Look at a picture book with child and name objects in the pictures

SMALL MUSCLE SKILLS

- Feeds self with spoon
- Attempts scribbling
- Stacks small objects
- Builds tower of two blocks

Suggested Activities

- Play game with small blocks; stacking, lining up, knocking down
- Encourage child to draw or scribble with a crayon or water soluble marker
- Play with bean bags or soft sponge balls
- Encourage self feeding with spoon

LARGE MUSCLE SKILLS

- Walks alone
- Throws a ball
- Sits in a chair
- Improves balance and coordination

Suggested Activities

- Allow child to walk up stairs with assistance
- Allow child to walk as much as possible
- Give child a pull toy to play with
- Roll and throw ball or bean bag
- Encourage use of child size furniture (chair, table)

Eighteen to Twenty-four Months

PERSONAL AND SOCIAL SKILLS

- Likes being read to
- Partially feeds self
- Independence grows stronger
- Exhibits curiosity and is "into everything"
- Has special relationship with each parent
- Enjoys playing next to another child (little interaction)
- Enjoys touching and hugging

Suggested Activities

- Encourage child to dress and undress self
- Encourage child to pick up and put away own toys
- Encourage child to help with simple household chores
- Encourage child to use both a spoon and a fork

LANGUAGE AND UNDERSTANDING SKILLS

- Makes simple choices among toys
- Mimics another child's play
- Begins to ask questions
- Puts two words together
- Asks for items by name (e.g., "ball," "doll," "cookie")
- Can follow one or two step directions

132

Suggested Activities

- Begin to give simple directions for child to follow
- Play a simple game of "Simon Says"
- Read to child 5 to 10 minutes each day
- Watch quality TV programs with child and talk about what you see but limit the amount of time child spends in front of the TV
- Answer child's questions simply

SMALL MUSCLE SKILLS

- Scribbles and imitates simple strokes such as vertical lines, horizontal lines, and circular strokes
- Takes off socks and shoes purposefully
- Takes things apart and puts them back together

Suggested Activities

- Help child put objects through an opening in a container, and help child dump them out again
- Use simple nesting boxes or cans
- Give child simple insert puzzle to complete (2-3 pieces)
- Finger paint with pudding
- Provide chalk, markers, pencils, paint, and brushes for sidewalk, large paper, newspaper, etc.
- Let child handle clay, play dough (recipe follows), and shaving cream

1 cup flour	*2 Tblsp. cream of tartar*	*1 Tblsp. oil*
1 cup water	*1/2 cup salt*	

Mix all together. Color with food coloring if desired.

LARGE MUSCLE SKILLS

- Jumps with two feet
- Moves body in time to the music
- Walks up and down stairs with help
- Runs
- Attempts to kick a ball

Suggested Activities

- Show child how to jump holding child's hand while jumping
- Let child listen to music and show child how to swing, clap, and dance to the music
- Have short running races on soft surfaces (grass, carpet)
- Play "Kick the ball"

Twenty-four to Thirty-six Months

PERSONAL AND SOCIAL SKILLS

- Interacts with other children in simple games
- Verbalizes toilet needs

Suggested Activities

  - Praise child when toilet needs are indicated
  - Play "Ring Around the Rosie," "Duck, Duck Goose"
  - Play hide-n-seek
  - Play dress up

LANGUAGE AND UNDERSTANDING SKILLS

- Follows two-step directions
- Takes part in simple verbal conversation (e.g., "What's your name?")
- Answers simple "what" questions
- Uses two or three word sentences regularly (e.g., "Me want juice.")

Suggested Activities

  - Allow child a choice of foods at mealtime
  - Ask child to follow directions (e.g., "Pick up your doll and put it on the shelf, please.")
  - Listen to and talk with child
  - Read books for 10 minutes each day with child and talk about the pictures

SMALL MUSCLE SKILLS

- Uses spoon and cup independently
- Helps pick up toys
- Turns handle to open door
- Completes simple insert puzzle (3-4 pieces)
- Unscrews lids

- Builds 6-8 cube tower
- Snips paper with scissors

Suggested Activities

- Provide simple puzzle for child to complete
- Provide child with blunt scissors and paper to snip
- Provide sand, pudding, or finger paint for writing with finger
- Provide many containers with tops to open and close

LARGE MUSCLE SKILLS

- Rides tricycle
- Pushes or pulls door open
- Walks up stairs holding rail

Suggested Activities

- Arrange for child to play games with others such as "London Bridge is Falling Down," "Tag"
- Encourage practice in skipping and hopping
- Provide practice in riding a tricycle
- Show child how to jump over a chalk mark or hose

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Appendix C

Reproducible Forms for the Six-Week Follow-Up Activity

The Six-Week Follow-Up Activity

MITCH Module 6
THE CAREGIVING ENVIRONMENT: Planning an Effective Program

These completed forms should be sent to:

Name ____

Address ____

____

____

These forms are due at the above address by ____________________
date

Directions

(1) *For Activity A, select a child in your care and choose an activity or toy for that child. On the follow-up paper, describe the social, discovery, and movement components for that activity. Complete the remainder of Activity A.*

(2) *For Activities B and C, please furnish answers and documents as requested.*

Name ________________________
Date ________________________

MITCH Module 6

Activity A

(1) *Child's First Name* ____
*Child's Age*__________
*Activity/Toy*____

Social Component:

Discovery Component:

Movement Component:

(2) *Describe three (3) new toys you have made. (You may use photographs or drawings to help describe your toy.)*

Name ____________________

Date ____________________

MITCH Module 6

Activity B

(1) *Describe the following **areas** in your caregiving center.*

Sleeping ____________________

Toileting ____________________

Eating ____________________

Indoor Play ____________________

(2) *Describe the centers you **have** in your indoor play area.*

Blocks ____________________

Art ____________________

Language ____________________

Play House/Make-believe ____________________

Other ____________________

(3) *What equipment do you **have** that provides movement that is:*

a) Up-and-down ____________________

b) Side-to-side ____________________

c) Around ____________________

d) Forward-and-back ____________________

(4) *List some activities you **can** do with infants and toddlers on the playground.*

____

____

____

Name ____________________
Date ____________________

MITCH Module 6

Activity C

(1) *Parts of the day that I added to our class schedule are:*

____
____
____

(2) *Changes I made in our schedule are:*

____
____
____

(3) *Below, please check all that apply:*

Individual record keeping charts we use at the center are attached for the following:

Feeding ____________
Nap ____________
Other ____________, *describe* ______________________________

Other attachments included are the following:

Staff responsibilities ____
Old daily schedule ____
New daily schedule ____
Other ____________

For ease of use, instructor is encouraged to remove the staple on this booklet and place the module into a three-ring binder.

Trim the binder identifier to an appropriate size, and affix to the spine of the binder.

BINDER IDENTIFIER

The Caregiving Environment: Planning an Effective Program

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer